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An investigation of the uses of school libraries
in certain types of secondary schools

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THESIS
AN INVESTIGATION OF THE USES OF SCHOOL LIBRARIES
IN CERTAIN TYPES OF SECONDARY SCHOOLS.

Submitted by
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(A.B. Boston University, 1922)

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Boston University
School of Education
Library

1933

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Second Reader: Ethel E. Kimball, Lecturer on Education.

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The author wishes to express appreciation to the several school librarians who cooperated in this investigation. Many helpful suggestions were obtained as a result of the interest shown by the librarians reporting observations in their libraries.

Especial gratitude is extended to Mrs. Ruth MacQuarrie of the Massachusetts State Department of Education, Division of Public Libraries, who rendered much helpful interest and inspiration, and furnished valuable material for reference.

Acknowledgement is also given to the various State Departments of Education that supplied data relative to the standards for school libraries in their respective states.

Finally, the author is indebted to the American Library Association of Chicago for useful suggestions on bibliographical material.

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WHAT OTHERS HAVE SAID ABOUT BOOKS.

The true university of these days is a collection of books.
(Carlyle)

Books are the best things,well used;abused,among the worst.
(Emerson)

All that mankind has done,thought,gained,or been is lying
in magic preservation in the pages of books.They are the
chosen possession of men.(Carlyle)

A man will turn over half a library to make one book.
(Samuel Johnson)

Let there be a goodly supply of books and a yearly store
of provisions.(Horace)

A book is,I think,in its best meaning an offer of friend-
ship from him who writes to him who reads.(A.Meiklejohn)

A genuine love of books,one of the greatest things in
life,may be enjoyed without the neglect of any duty.
(Sara Coleridge)

Books to one of these ends conduce,

For wisdom,piety,delight,or use. (Sir John Denham)

The love of books is a love which requires neither justi-
fication,apology,nor defence. (Langford)

Good books build character. (Abraham Lincoln)

FOREWORD

This investigation of the "Uses of Libraries in Certain Types of Secondary Schools" was undertaken because of the writer's personal interest in school libraries, and his firm belief that the library has come to be recognized as an essential part of the school equipment. Several years of high school teaching have convinced the writer that the single textbook method of presentation in most high school subjects is not entirely satisfactory. The rapid extension of the high school program into a variety of fields and the newer methods of approach to subject matter demand a much wider scope of library facilities than in the past.

Textbooks alone, valuable as they are, will not do. There must be plenty of reference material within easy reach of teacher and pupil. Books and other reference material are the TOOLS of the teaching process, to be used daily throughout the year. It is of utmost importance that these TOOLS be known to the teacher, and be available in the school, so that the pupils may acquire a habit that will prepare them for self-education in later life. The logical repository for these TOOLS is in a library room, conveniently located, and easily accessible to the pupils and teachers at all times.

THE AIMS AND PURPOSES OF THIS INVESTIGATION ARE:

I.To ascertain and set forth standards and criteria for school libraries,comparing those of various sections of the country.

II.To discover and set forth for comparison available facilities of the high school libraries of Massachusetts and California.

III.To determine what use is actually being made of libraries in certain types of secondary schools.

IV.To suggest methods for generally improving the use of school libraries.

METHODS AND PROCEDURES FOLLOWED:

A.Corresponded with various State Departments of Education to determine their school library standards.Examined bulletins,manuals,and pamphlets received,for a comparison of state standards.

B.Examined Massachusetts State High School Reports for library facilities available in high schools.Tabulated results and compiled a summary table.Made a study of recent survey of California High School Libraries to find out what library facilities were available in different classes of high schools. Made a tabulation of these findings.

C.Solicited the cooperation of certain school librarians to observe their libraries at work.Librarians were asked to record the uses made of their libraries during a four week

period on forms prepared by the writer. These results were tabulated. A brief description of each school library situation was prepared.

D. An annotated bibliography of books and magazine articles was compiled and reviewed.

E. The school libraries included in the investigation were visited so far as possible. The majority of the tabulations are from high schools in Massachusetts. These were selected so that more direct observation of library conditions might be made by the writer.

The intent of the author in offering the school library standards of the three regional associations, as well as data on the facilities of high school libraries in Massachusetts and California, is for the purpose of considering this information as a background to an understanding of what to expect of school libraries. Such information, it is hoped, will assist in evaluating school library service, and provide a basis for ascertaining the proper functions of a high school library.

STATE DEPARTMENTS OF EDUCATION
WITH WHOM CORRESPONDENCE
WAS CARRIED ON.

1. Alabama,-No information. Standards for high school libraries are in the process of revision.
2. California,-Library Score Card, prepared by Andrew P. Hill Jr., Chief of Division of Schoolhouse Planning.
3. Connecticut,-A study of the library situation in the secondary schools of the state is now underway. Manual for Secondary School Libraries, 1923.
4. Colorado,-Brief sketch of library situation in Colorado submitted by the state high school visitor.
5. Illinois,-Circular #239, Books and Maps in Recognized High Schools. No definite standards obtainable.
6. Iowa,-Library Manuals of 1927, 1929, 1931, 1932, listing and classifying books for grade and high schools.
7. Kentucky,-Accrediting regulations with brief mention of library requirements.
8. Maine,-High School Manual, containing minimum requirements for high school libraries for Class A schools.
9. Massachusetts,-Reports from the various high schools of the state were examined, and data pertaining to libraries tabulated. Field worker in Division of Public Libraries of the State Department of Education furnished valuable material.

10. Michigan,-High School Manual with standards for school libraries briefly mentioned.
11. New Hampshire,-No literature published by the department on school libraries. They rely largely upon the manual of the H. W. Wilson Company on High School Libraries.
12. New Jersey,-Manual for Secondary Schools with a most comprehensive chapter on school library service.
13. New York,-Tentative standards for high school libraries. Suggestions for book collections for secondary schools. Requirements for the certification of school librarians.
14. North-Carolina,-A copy of the survey work done by the Division of School Libraries, 1931-32. High School Manual with requirements for standard high schools.
15. Ohio,-No recent information on high school libraries.
16. Oklahoma,-A library study is now being made. No data.
17. Oregon,-Copy of report on a study of school libraries made by the Association of High School Principals.
18. Pennsylvania,-Mimeographed sheet of standards for the secondary school libraries of the state. Bulletins on school library service. Pennsylvania has adopted the slogan, "A library for every school of the commonwealth."
19. Tennessee,-A Report of the Status of High School Libraries with respect to the New Library Standards of the Association of Colleges and Secondary Schools of the Southern States,--George Peabody College, Nashville, Tennessee.
20. Texas,-No information concerning library situation. Standards are based upon the "Certain Report."

21. Utah,-Copy of Minimum Requirements for High School Libraries prepared by the State Department of Education.

22. Virginia,-Bulletin containing Public School Library Requirements. Rigid regulations are not made on account of the large number of very small high schools in the state.

The library standards of high schools in the following Regional Associations are set forth in this investigation for comparison:

1. North Central Association of Colleges and Secondary Schools.
2. Association of Colleges and Secondary Schools of the Southern States.
3. New England Association of Colleges and Secondary Schools.

In the Appendix will be found Standards of The National Catholic Education Association for Catholic High Schools. There is also presented therein specific standards for the following states: Colorado, New York, Oregon, Pennsylvania, Utah, and Washington.

THE SCHOOL LIBRARY AND THE
SEVEN MAIN OBJECTIVES OF EDUCATION

The modern high school represents a phase of educational development that shows clearly the changes which have taken place in ideas on education, in recent years. The high school has experienced a phenomenal growth. Courses of study have been thoroughly reorganized, and many new subjects introduced. The curriculum is much richer than formerly, not only in the number of subjects taught, but in the methods and procedures used in presenting subject matter. The practical, cultural, disciplinary, and appreciation type of subject have been given their relative positions in the program of studies. All these conduce to wide reading.

The Commission on the Reorganization of Secondary Education formulated the following seven main objectives of education:
(1)

1. Health
2. Command of Fundamental Processes
3. Worthy home membership
4. Vocation
5. Citizenship
6. Worthy use of leisure
7. Ethical character

These main objectives of education are intimately connected with school library service.

(1) The Cardinal Principles of Education--U.S. Education Bureau Bulletin # 35, 1918

THE HISTORY OF THE
CITY OF BOSTON

FROM THE FIRST SETTLEMENT
TO THE PRESENT TIME
BY
JOSEPH NEALE
OF THE BOSTON BAR
IN TWO VOLUMES
VOL. I.
BOSTON: PUBLISHED BY
J. NEALE, 1822.

THE HISTORY OF THE
CITY OF BOSTON
FROM THE FIRST SETTLEMENT
TO THE PRESENT TIME
BY
JOSEPH NEALE
OF THE BOSTON BAR
IN TWO VOLUMES
VOL. II.
BOSTON: PUBLISHED BY
J. NEALE, 1822.

The health objective requires that the library of the school be a healthful place in which to work with proper light, ventilation, seating conditions, and so forth. Likewise, an abundance of reading material on sanitation, hygiene, physiology, and so forth can be supplied through a well-equipped library in the school.

The Commission on the Reorganization of Secondary Education states in regard to the Command of Fundamental Processes, "The facility that a child of 12 or 14 may acquire in the use of these tools (the fundamental processes) is not sufficient for the needs of modern life. This is particularly true of the mother tongue. Proficiency in many of these processes may be increased more effectively by their application to new material than by the formal reviews commonly employed in grades seven and eight."⁽¹⁾ Obviously then, the high school library may here render a distinct service in making this new material available to the pupils.

Since books can and should assist in making a worthwhile home, the school library plays an important part in the attainment of worthy home membership. The library can do much to foster the love of books and the habit of reading which will carry over into the home. It cannot be denied that we need more home life with its affection, its culture, and its religious influence.

(1) Cardinal Principles of Education--U.S. Bureau of Education, Bulletin #35, 1918, p. 11

Vocation, or vocational guidance, is an objective in which the library has a distinct place. Books on occupations, careers for boys or girls, choosing a life work, preparing for it, and pamphlets and bulletins of colleges and universities can be effectively administered through the library. Again, the material in the library affords pupils an opportunity to "browse around" among books. Such "browsing" may open up avenues of interest and inspire them along some line of endeavor in which their chance of success is greatest because of their real interest in it.

Citizenship is receiving more and more emphasis as a desirable objective for secondary schools. The newer development of the social studies is aiding in the promotion of more intelligent citizenship. The social studies as a whole probably create a greater demand for library facilities than any other subjects in the school curriculum. The library enables pupils to acquire a habit of reading that will prepare them for self-education in later life. This is indispensable in Citizenship Education, for which the schools are held largely responsible.

The Worthy Use of Leisure and Ethical Character surely lend themselves to development through the school library. What has already been pointed out in regard to Worthy Home Membership might well be repeated here. Moreover, the increasing amount of leisure time which wage earners are acquiring raises the question of how they will spend this leisure.

Is it not a reasonable supposition that much enjoyment and comfort, as well as ethical improvement might be gained by these persons, if reading habits and a love of good books were cultivated by them in their school experience?

The commission on the Reorganization of Secondary Education maintains that "the best contribution that any school can offer is to enrich the understanding of what is required for right living together in a democracy, to encourage every disposition toward worthy initiative and cooperation, and to provide an opportunity for the practice through which these habits and attitudes are most surely ingrained. By seizing every occasion therefore to give these promptings their best nurture, the school accomplishes two purposes that coincide: It makes for a better America by helping its pupils to make themselves better persons."⁽¹⁾

It is not so much what one knows as what he does that makes him useful in life, either to himself or to others. Our school pupils should therefore be taught to have a real purpose in life. This can be accomplished through reading more readily than in any other way.

A school library can aid materially in the realization of each of the seven main objectives above mentioned.

(1) Moral Values in Secondary Education--U.S. Education Bureau,--Bulletin #51, 1917, p. 7-8

LIBRARY STANDARDS FOR HIGH SCHOOLS IN
THE NORTH CENTRAL ASSOCIATION OF COLLEGES AND
SECONDARY SCHOOLS

At the 1929 meeting of the North Central Association, Mr. Miller, Asst. Supt. of Schools in Detroit and Dr. G. W. Roselof of the State Department of Education, Lincoln, Nebraska, were directed to prepare quantitative library standards for secondary schools. A brief questionnaire was sent to all schools covering items of number of librarians, training and pay, initial number of volumes per pupil, library seats per pupil enrollment, and annual costs for books. The results were presented at the Atlantic City meeting of the Education Committee.

Out of 2242 high schools in the Association, 1464 replied. The vote from these schools is shown in the following tabulation:
(1)

I. Number of Librarians

	Adeq- uate	Inade- quate	Exces- sive
a.Schools under 250-1 half-time librarian	971	128	122
b.Schools 250-499-1 full-time librarian	949	37	118
c.Schools 500-999-1 librarian and a half-time librarian.	741	72	181
d.Schools 1000-1999-2 librarians	762	112	79
e.Schools 2000 plus-2 librarians and one half-time librarian for each additional 1000 pupils or fraction thereof.	720	156	61

(1) North Central Association Standards--Library Journal
55:516 June 1930

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ORIGINAL ARTICLES

THE TREATMENT OF TUBERCULOSIS IN THE UNITED STATES

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THE TREATMENT OF TUBERCULOSIS IN THE UNITED STATES

II. Training of Librarians

	Adeq- uate	Inade- quate	Exces- sive
a.A Bachelor's Degree	1024	46	199
b.Academic studies--75 hours	804	167	64
c.Education--15 hours	881	109	107
d.Library training--30 hours	1031	68	151

III. Pay of Librarians

The same as for teachers	1171	49	179
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IV. Initial number of Volumes
per pupil

a.In schools under 250--10	903	133	164
b.In schools 250-499-- 7	831	132	75
c.In schools 500-999-- 5	755	176	36
d.In schools 1000- 999 -- 4	715	194	23
e.In schools 2000 plus 3.5	706	203	21

V. Library Seats per Pupil

One seat for every 10 pupils enrolled	957	274	168
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VI. Annual Cost for Books

a.Schools under 250--\$1.50-\$375 maximum	924	107	144
b.Schools 250-499- 1.25- 625 maximum	820	81	119
c.Schools 500-999- 1.00-1000 maximum	776	88	79
d.Schools 1000-1999- .75-1500 maximum	727	115	59
e.Schools 2000-3000- .50-1500 minimum	708	133	49

As a result of this investigation and the discussion that followed in the Commission of Secondary Schools, the Committee on Standards was directed to include the following provisions for library maintenance in its recommendations for the year 1930-1931:

Personnel

a. Schools of 1000 or more pupils, at least one full-time librarian who is professionally trained and holds a bachelor's degree or its equivalent.

b. Schools of less than 1000 pupils, part-time teacher-librarian with technical library training.

c. Proper allowance for library aid.

Books and Periodicals

a. Cataloged library of 800 live books chosen to serve the needs of the school.

b. About 15 periodicals chosen to serve school needs.

c. Proper allowance to be made for public library aid.

Budget

a. At least \$200 a year for books and periodicals.

b. At least \$.75 per pupil, according to local conditions.

The foregoing standards were adopted by the North Central Association of Colleges and Secondary Schools on March 21, 1930.

LIBRARY STANDARDS FOR THE ASSOCIATION OF
COLLEGES AND SECONDARY SCHOOLS OF THE
SOUTHERN STATES

The Association of Colleges and Secondary Schools of the Southern States has adopted six revised library standards for the schools included within the territory of the Association. The Southern Association has jurisdiction in the states of Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, and Virginia. These standards represent a very comprehensive set of objectives for schools of various sizes to attain. They (1) are presented herewith in detail.

STANDARD NUMBER I

Books, Periodicals, and Newspapers

The provisions of Standard Number I are as follows:

1. Enrollment of 100 or less students--500 well-selected books, exclusive of government documents and textbooks, to meet the needs for reference, supplementary reading and cultural and inspirational reading. Also one good general newspaper in addition to the local one, and a well-selected list of from 5-10 periodicals, suitable for students' use. Books selected from state approved list or from lists approved by Southern Association.

(1) Libraries in Accred. High Schools of the Assoc. of Colleges and Secon. Schools of the Southern States--By D. S. Campbell-Division of Surveys and Field Studies-George Peabody College, Nashville, Tennessee.

2. Enrollment of 100-200 students--500-1000 well-selected books averaging 5 per student. Also good general newspaper and well-selected list of from 5-15 periodicals suitable for students' use.

3. Enrollment of 200-500 students--1000-2500 well-selected books, newspapers, and from 15-30 suitable periodicals.

4. Enrollment of 500-1000 students--2500-5000 well-selected books, newspapers, and 25-50 suitable periodicals.

5. Enrollment 1000 or more students--5000 or more well-selected books, newspapers, and at least 40 suitable periodicals.

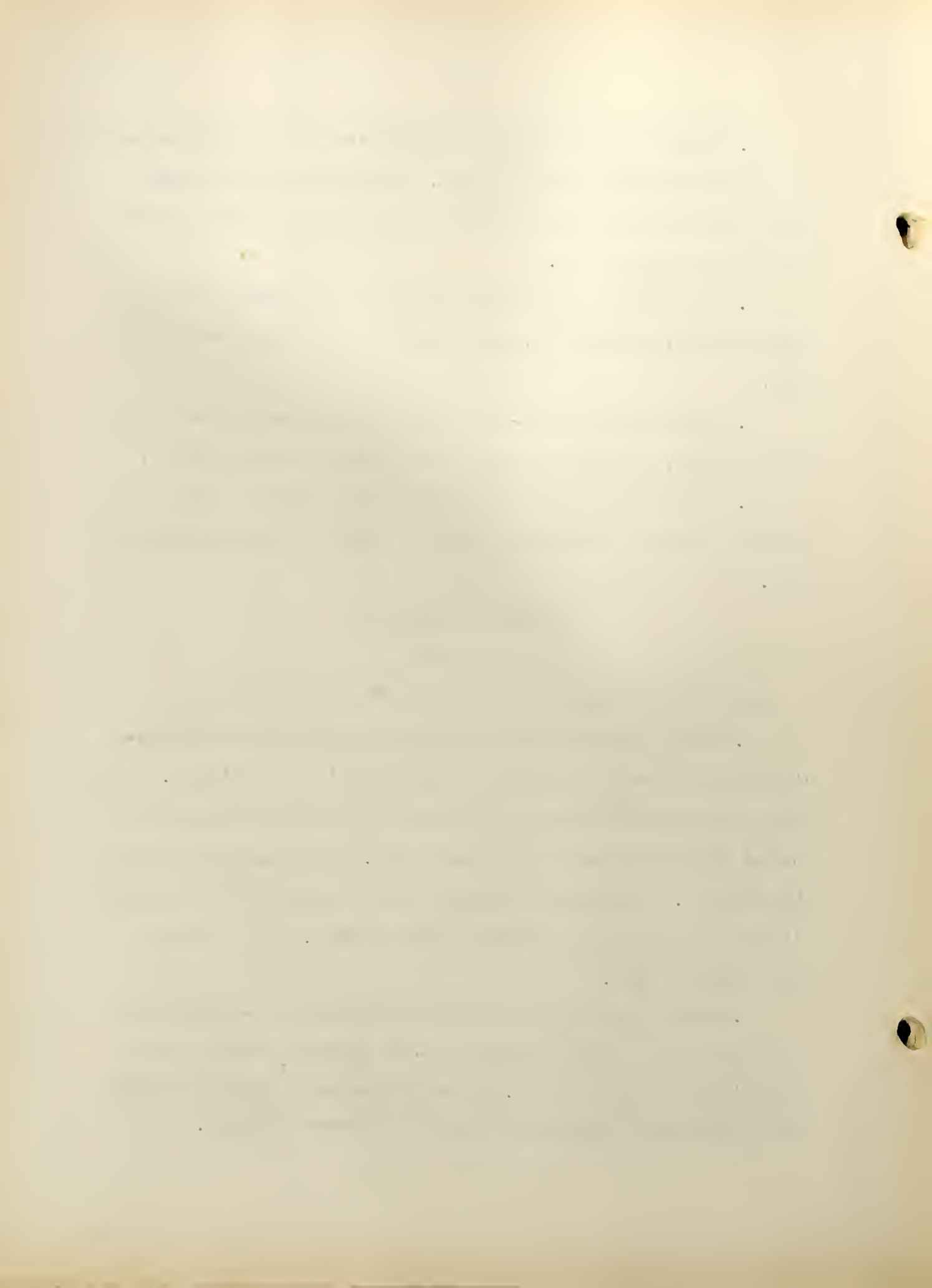
STANDARD NUMBER II

LIBRARIAN

The provisions of this standard are as follows:

1. Enrollment of 100 or less students--Teacher-librarian with at least 6 semester hours in Library Science. Excused from certain number of hours of teaching and thus allotted definite time for library work, with regular hours in the library. Sufficient student help trained by the teacher-librarian to keep the library open all day, but open only under supervision.

2. Enrollment of 100 to 200 students--Half-time librarian with a one-year course of 24-30 semester hours in an accredited library school, or half-time with college graduation including 12 semester hours in Library Science.



3. Enrollment of 200 to 500 students--Full-time librarian with same qualifications and educational background as teachers, including 24-30 semester hours in an approved library school. One or two year's teaching experience is very desirable.

4. Enrollment of 500 to 1,000 students--Same as above, with sufficient help and some experience in teaching or library especially desirable.

5. Enrollment of 1,000 or more students--Full-time librarian with college graduation and at least 24-30 semester hours in an approved library school. Teaching and library experience especially desirable--a good contact with children already established. For every 1,000, or major fraction thereof, enrollment, there shall be an additional full-time trained librarian.

STANDARD NUMBER III

APPROPRIATION

The provisions of Standard Number III are as follows:

1. Enrollment of 500 or less students--Annual appropriation of at least \$1.00 per student per year for books, periodicals, etc., exclusive of salaries.

2. Enrollment of more than 500 students--Annual appropriation of at least \$.75 per student per year for books, periodicals, etc., exclusive of salaries.

STANDARD NUMBER IV
COURSE IN USE OF LIBRARY

The provision of this standard is as follows:

Course of at least 12 lessons in the use of the library given by the librarian or teacher-librarian, preferably in first year of high school. (This course is required in all schools.)

STANDARD NUMBER V
ORGANIZATION

The provisions of Standard Number V are as follows:

1. Enrollment of 100 or less students--At least an adequate shelf list made and an adequate loan system installed.
2. Enrollment of more than 100 students--Card catalogs, shelf lists accession record and adequate loan system.

STANDARD NUMBER VI
EQUIPMENT

The provisions of Standard Number VI are as follows:

1. Enrollment of 100 or less students to 200--Separate classroom or end of study hall fitted up with shelving, tables, and chairs; always accessible to students, but under supervision.
2. Enrollment of 200 to 500 students--Separate room equipped with tables, chairs, shelves, loan desk, magazine rack, bulletin boards, catalog case, typewriter, and other essential office equipment. Room should be large enough to accommodate one-tenth of enrollment, allowing 25 square feet per person.

3. Enrollment of 500 to 1,000 students--Same as above with separate library work room and essential office equipment.

4. Enrollment of 1,000 or more students--Same as above with additional equipment to meet needs. If possible separate rooms for conference and for instruction in the library are desirable.

(If necessary, where impossible to get space in school building now in use for groups 2 and 3, study hall might be taken over as library, provided it is properly equipped and sufficient trained help provided to guide and aid in reading as well as supervise study. At least two full-time trained librarians for 4.)

"At a meeting of the Joint Library Committee of the Association in Atlanta, Georgia, January 10, 1930, the following resolution was passed:

That the chairman of the Joint Library Committee of the Association request the Division of Surveys and Field Studies of George Peabody College for Teachers, Nashville, Tennessee, to make a survey of library conditions in the schools in the territory of the Southern Association.

The request was granted and the Division of Surveys and Field Studies began immediately to make preliminary plans for the proposed study. This study has been a cooperative enterprise with the Joint Library Committee acting in a

directive and consultive capacity, and the Division of Surveys and Field Studies carrying on the active field and office work.

In order to determine the status of the libraries with respect to the revised standards of the Association, an information blank, based on the standards, was formulated. This information blank, accompanied by a letter of explanation, was sent in duplicate to all the schools included in the published list of the Association. A second letter was sent out two months later. At the same time the Director in each state was given a list of those schools that had not returned their reports and was asked to urge the delinquent schools in their respective states to send in their reports at their earliest convenience. A final letter was sent to all schools which had not yet replied, giving October first as the final date for receiving reports to be included in the study."⁽¹⁾

Summaries of the information obtained were transferred to master tables, arranged by states, and comparisons made. A summary of the schools of the eleven states in the Southern Association with respect to all six of the revised standards is given in the following table.

(1) Libraries in the Accredited High Schools of the Association of Colleges and Secondary Schools of the Southern States--By D.S. Campbell, George Peabody College, Nashville, Tennessee,-Division of Surveys and Field Studies.

A Summary by States Showing the Number and Per Cent
of Schools Meeting Each of the Revised Library Standards

State	No. of Schools.		No. Schools Meeting Standard					
	Total	Reported	1	2	3	4	5	6
Alabama	67	63	22	1	37	4	27	28
Florida	109	89	33	9	34	3	36	30
Georgia	105	71	27	3	25	6	26	29
Kentucky	118	102	33	7	53	9	60	51
Louisiana	191	82	38	4	46	9	32	45
Mississippi	64	55	38	7	46	4	25	34
North Carolina	95	88	36	7	47	4	36	32
South Carolina	57	46	8	2	19	0	12	10
Tennessee	85	80	28	5	38	6	37	28
Texas	207	166	68	5	110	9	84	58
Virginia	97	80	32	4	33	7	25	38
Total	1105	922	363	54	488	61	400	401
Per Cent			39.4	5.7	52.9	6.6	43.4	43.5

Not one of the 922 schools meets the requirements of all six standards. The highest number of schools conforming to all the requirements of any one standard is 488, or 52.9 per cent, which meet the requirements of Standard No. III, dealing with appropriations for books, periodicals, etc. The lowest number conforming to all the requirements of a given standard is 54, or 5.7 per cent, which meet the requirements of Standard No. II, dealing with the librarian.

THE UNIVERSITY OF CHICAGO

PHYSICS DEPARTMENT

PHYSICS 354

LECTURE 1

1.1. THE CLASSICAL LIMIT

1.2. THE QUANTUM LIMIT

1.3. THE CORRESPONDENCE PRINCIPLE

1.4. THE UNCERTAINTY PRINCIPLE

1.5. THE WAVE FUNCTION

The per cent of schools meeting a given standard decreases generally as the size of the schools increases. However, in the case of Standard No. V, which has to do with library organization, the reverse is true.

The greatest deficiency is found with respect to the training of the librarian and the time devoted to library duties, Standard No. II, and with respect to the giving of courses in the use of the library, Standard No. IV.

LIBRARY STANDARDS OF
THE NEW ENGLAND ASSOCIATION
OF COLLEGES AND
SECONDARY SCHOOLS

"A good library is an essential feature of every well equipped high school. An acquaintance with the important books in the various fields and at least a fair skill in finding the facts and material stored in books is an important part of an education. The newer methods of teaching, such as the project and directed learning, make the high school library a vital part of the school work. Under the best conditions the library is a laboratory or workshop for all the departments of the high school. The work in English, in history and the other social studies, and in science, if it is to be most efficient, must make large use of reference books. The class work in foreign languages, the fine arts, household arts, manual training and the commercial subjects can be greatly enriched by a good school library.

It is now also well recognized that the usefulness of the school library can be greatly increased by a trained librarian. In all schools of 500 or more pupils there will be useful work for a full-time librarian. In smaller schools some teacher should be relieved of a part of the usual teaching duties and assigned to work in the library. If the right teacher can be found, it will be a happy arrangement in the

{ 2

smaller schools to combine the duties of librarian and dean of girls, so arranging the schedule that there will be sufficient time for the duties and opportunities of these two offices."⁽¹⁾

The standards for high school libraries adopted in 1921 by the New England Association of Colleges and Secondary Schools give strong support to the above statements. These standards are in part as follows:

1. There shall be a school library properly housed and cared for, so located as to be accessible during the entire school day. A study room, if properly furnished, may serve as a room for the library.

2. Schools of 500 pupils should have 2000 volumes and in addition at least one volume for every pupil in excess of 500 in the membership. The library of even the smallest high school should have at least one good encyclopedia, one unabridged dictionary, a good gazetteer or atlas, and copies of the most necessary and useful reference books.

3. The reading room of the library should be capable of accommodating at one time from 5 per cent to 10 per cent of the number of pupils in the building.

4. Regular additions to the library should be made. Annual expenditure for books and magazines should be at least 25¢ per pupil.

(1) Supplement to Library Service for Schools, Bulletin No.9
1920-Massachusetts State Department of Education, Boston.

5. It is recommended that there be a trained school librarian; where this is not feasible the library shall be under the charge of a competent teacher.

6. Systematic instruction in the use of the library shall be given.

If the high school library is to be most serviceable, it must be so located as to be easily accessible to pupils and teachers. In the larger buildings, the best recent practice puts the library adjacent to the study room or sometimes between these study rooms. The regulations of the school should make it possible to loan books to pupils under proper restrictions. It is also of vital importance that the pupil be allowed to make use of the school library during his spare periods in the school day. This privilege should be so controlled that the library may be used to the best advantage.⁽¹⁾

(THE ABOVE ASSOCIATIONS ARE NOT UNIFORM IN THEIR INSISTANCE UPON ADHERENCE TO THEIR LIBRARY STANDARDS IN THE ACCREDITING OF HIGH SCHOOLS. THE NORTH CENTRAL ASSOCIATION IS PROBABLY THE MOST RIGID IN ITS REQUIREMENTS. IN NEW ENGLAND, THE QUESTION OF LIBRARY STANDARDS IS LEFT MORE OR LESS TO THE DISCRETION OF THE LOCAL AUTHORITIES.)

(1) School Library Yearbook Number Four, -A.L.A., Chicago, 1931.

A SURVEY OF MASSACHUSETTS
HIGH SCHOOL LIBRARIES

The statistics appearing in the tables which follow were compiled from the high school reports filed with the State Department of Education for the year 1931.

Detailed information is given in the tables on high school libraries in schools with an enrollment of from 200 to 500 and 500 to 1000. Data is not presented for schools of larger and smaller enrollment, because it was necessary to delimit for the purposes of this thesis. Moreover, it was found that the majority of school libraries are to be found in the schools with enrollments of 200 to 500 and 500 to 1000.

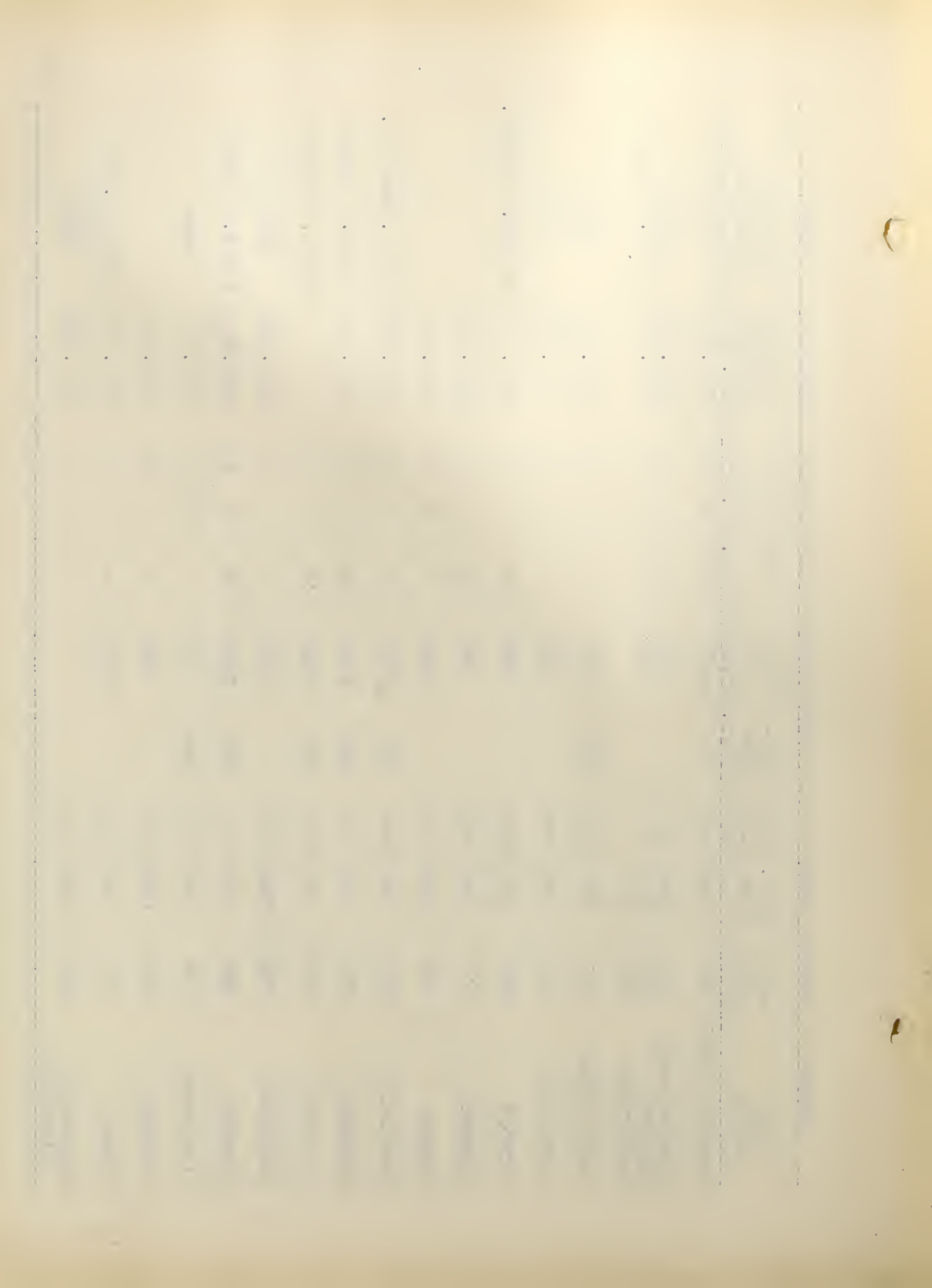
However, the summary table includes data from all high school libraries in the state.

Survey of School Libraries in Massachusetts High Schools of Enrollment 500-1000

High School	Number of Pupils	Libr. Room	Open All Day	Full-Time Librn.	Number of Volumes	Periodicals		Seating Capacity	Library Instruction
						Mon.	Wkl.		
						Daily			
Agawam	651	Yes	No		700	3	2	0	30 .046 none
Amesbury	524	Yes	part		550	10	0	1	60 .11 2 per. / pupil
Attleboro	696	Yes	Yes	Yes	2097	8	1	0	31 .046 5 per to Fresh.
Barnstable	613	Yes	Yes	Yes	600	5	1	1	75 .12 none
Belmont	626	Yes	Yes	Yes	4000	10	3	1	24 .038 1 per to Fresh.
Boston Charlestown	984	used as re-citation			2200	6	1	0	48 .048
Practical Arts	784	Yes	Yes		3000	6	1	0	60 .076 none
South Boston	983	Yes	Yes		1865	1	1	0	36 .036 none
Braintree	656	Yes	Yes	Yes	3800	28	4	3	36 .055 Pupil
Chicopee	686	Yes	Yes		1438	5	0	1	48 .07 none
Clinton	593	Yes	Yes		1700	5	3	0	64 .108 5 to Junior 4 to Senior
Dedham	785	Yes	Yes		1200	?	?	?	20 .025 none
Dorchester	945	Yes	Yes	Yes	2620	19	12	0	30 .03 2 per. to Fr.
Frammingham	635	Yes	Yes	Yes	1051	11	1	2	35 .055 6 per. to Soph.
Gardner	832	Yes	Yes		1450	10	0	0	30-35 .036 3 per Fresh.
Greenfield	975	Yes	Yes		2245	30	7	4	72 .076 8-10 per.
Lexington	510	Yes	Yes		1000	7	1	1	95 .166 none

Survey of School Libraries in Massachusetts High School of Enrollment 500-1000

High School	Number of Pupils	Libr. Room	Open All Day	Full-Time Librn.	Number of Volumes	Periodicals	Seating Capacity	Library Instruction
		Yes	Yes		2000	Mon. Wkl. Daily	No. %	
Lynn (Classical)	902	Yes	Yes			12 3 1	30 .03	none
Middleborough	516	Yes	?		714	.3 2 0	30 .058	none
Milford	555	Yes	No		6700	1 1 0	40 .07	2 per. / pupil
Newburyport	582	No						
North Adams	607	Yes	Yes	Yes	1700	2 3 2	50 .03	some
Northampton	632	Yes	Yes		200	? ? ?	16 .025	none
Morwood	588	Yes	Yes		650	10 2 3	60 .10	20 per. to Soph.
Plymouth	577	Yes	Yes		300	25 4 1	125 .216	
Saugus	686	Yes	Yes		1500	2 2 0	30 .04	
Wakefield	929	Yes	Yes	Yes	2730	18 6 4	65 .069	3 per. each yr.
Waltham	721	Yes	Yes	Yes	2789	23 4 3	60 .08	5 per. / pupil
Watertown	809	Yes	Yes	Yes	2500	28 4 2		7 per. / pupil
Westfield	932	Yes	Yes		1400	? ? ?	90 .096	none
Weymouth	980	Yes	Yes	Yes	2000	26 6 2	72 .07	2 per. / pupil
Winchester	568	Yes	Yes	Yes	1707	7 2 1	30 .05	some
Winthrop	673	Yes	Yes		700	9 1 0	42 .06	
Woburn	555	Yes	Yes		3188	14 5 0	60 .108	4/10 per. per pupil
Worcester Classical	848	Yes	Yes		?	? ? ?	25 .029	none

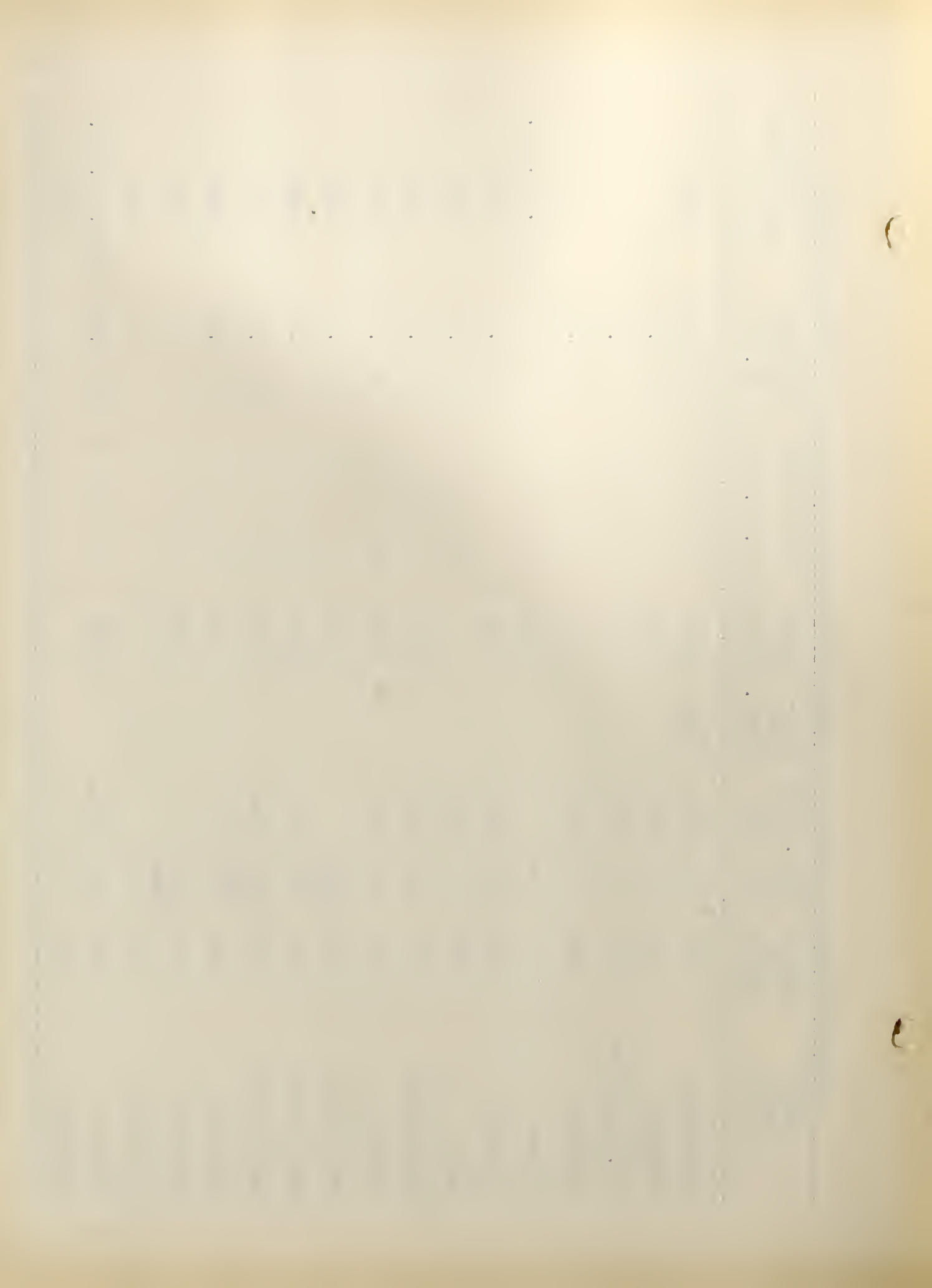


Survey of School Libraries in Massachusetts High Schools of Enrollment 200-500

High School	Number of Pupils	Libr. Room	Open All Day	Full-Time Librn.	Number of Volumes	Periodicals Mon.Wkl.	Daily	Seating Capacity No.	Library Instruction
Abington	306	Yes	Yes		1200	1	60	0 56 .15	per.pub.Lib.2
Adams	278	Yes	Yes	Yes	2616	15	3	2 40 .15	3 per.
Amherst	400	Yes			700	4	2	0 ? ?	1-3 by Pub.Lib.
Andover	358	Yes	?		1951	5	4	1 30 .135	none
Athol	300	Yes	Yes		300	3	3	0 77 .19	
Billerica	246	Read- ing-room	No	under con- struction	500	0	1	0 ? ?	Indefinite
Bridgewater	242	Yes	7 hrs		720	3	3	0 230 .93	none
Canton	201	Yes	No		600	5	2	0 30 .14	Pub.Lib. 1 per.
Chelmsford	298	Yes	Yes		677	3	1	0 40 .13	none
Concord	377	Yes	Yes		2000	18	8	2 60 .16	none
Dalton	253	Yes	Yes		500			60 .24	3 per.Pub.Lib.
Danvers	387	Yes	Yes		?	1	0	1 70 .18	none
Dartmouth	229	Yes	Yes		300			85 .37	none
E. Bridgewater	200	Study Hall	Yes		100	2	0	1 200 100	
Easthampton	439	Study Hall	Yes		200			250 .56	2 per.Pub.Lib.
Easton	250	Yes	Yes		1700	22	2	2 30 .12	2 per.Pub.Lib.

Survey of School Libraries in Massachusetts High Schools of Enrollment 200-500

High School	Number of Pupils	Libr. Room	Open All Day	Full-Time Librn.	Number of Volumes	Periodicals Mon.	Periodicals Wkl.	Seating Capacity No.	Library Instruction
Fairhaven	219	Yes	Yes	Yes	1000	8	2	36	some
Franklin	432	Yes	Yes		500		1	80	.18
Gt. Barrington	345	Yes	Yes		700		1	15	.04
Hingham	370	Yes	Yes		?			28	.075
Hudson	300	Yes			500	3	1	?	1 per. Pub. Lib.
Ipswich	324	Yes	Yes		440			47	.15
Lee	239	Yes	Yes		?	2	2	80	.34
Leominster	477	Yes	Yes		1050	3	0	30	.06
Ludlow	286	Yes	Yes		500	7	3	25	.087
Mansfield	244	Study Hall			300			104	.42
Marblehead	378	Yes	Yes		1200	3	1	30	.08
Marlborough	323	Study Hall	Yes		600	2	0	80	.24
Maynard	450	Yes	5/7		430	4	1	17	.04
Methuen	407	Class-room			200				none
Millbury	265	No							none
Milton	461	Yes	Yes		1450	3	3	35	.08
Montague	396	No							2 per. Pub. Lib.
									none



Survey of School Libraries in Massachusetts High Schools of Enrollment 200-500

High School	Number of Pupils	Libr. Room	Open All Day	Full-Time Librn.	Number of Volumes Mon.Wkl.Daily	Periodicals	Seating Capacity No.	Library Instruction
Natick	425	No						some Pub.Lib.
Needham	413	Yes	Yes		200	9 2 0	48 .11	none
North Andover	332	Yes	Yes		320	3 3 0	20 .06	4 per.Pub.Lib.
North Attleborough	357	Yes	Yes		600	4 3 2	36 .10	3-5 per.
Northbridge	327	Study Hall			500		160 .49	4 per.Pub.Lib.
Orange	282	Yes	Yes		228	2 2 0	?	none
Palmer	444	Yes	Yes		1200	10 4 2	24 .05	As needed
Reading	447	Yes	Departmental Libraries are maintained.					
Rockland	432	Study Hall	Yes		400	2 0 1	100 .23	none
Shelburne	238	Study Hall	Yes		766	3 1 1	108 .44	none
Southbridge	414	Yes			500		40 .09	none
South Hadley	369	Study Hall			396		63 .17	none
Spencer	235	Yes	?		350	1 1 1	85 .36	none
Stoneham	324	Yes	Yes	Yes	2300	18 3 0	30 .09	some
Stoughton	337	Yes	?		525	14 2 1	26 .08	none
Swampscott	354	Yes	Yes		630	3 0 1	8 .02 ¹	none
Walpole	447	Yes	Yes		1087	8 1 1	?	2 per. Fresh.

Survey of School Libraries in Massachusetts High Schools of Enrollment 200-500

High School	Number of Pupils	Libr. Room	Open All Day	Full-Time Librn.	Number of Volumes Mon.	Periodicals Wkl.	Seating Capacity No.	Library Instruction
Ware	328	Yes	Yes		1150	0	1 35	.11 none
Wareham	309	Yes	$\frac{1}{2}$ Yes		1350		20	.07 5 per.
Wellesley	357	Yes	Yes		900	16	1 30	.09 none
Westborough	222	Study Hall	Yes		225		70	.31 none
West Springfield	464	Yes	Yes		1356	13	5 30	.06 1 per.Pub.Lib.
Whitman	487	Yes	Yes		800	10	1 50	.10 none
Wilmington	316	Yes	Yes		500	3	1 0	? none
Winchendon	223	Yes	Yes		1000		65	.28 2 per.

SUMMARY OF DATA ON MASSACHUSETTS HIGH SCHOOL LIBRARIES (FROM 1931 STATE REPORTS)

Schools of	Average # of Pupils	Average # of Volumes	Total # of Volumes	Average Seating Capacity	Library Room	Open All Day	Full-Time Librn.	Library Instruction
Over 1000 Enrollment (45 schools)	1770	2549	114,721	62	39	33	21	25
500-1000 Enrollment (36 schools)	741	1879	65,794	46	34	29	14	18
200-500 Enrollment (58 schools)	223	693	40,227	41	43	40	3	17
100-200 Enrollment (49 schools)	143	445	19,142	57	34	33	0	5
Under 100 Enrollment (58 schools)	64	267	13,078	41	38	33	0	7

The information in the above table was compiled from reports sent in to the State Department of Education from the high schools of the state in 1931. There are two hundred and fifty high schools in the state. Four schools submitted no reports on their libraries. Total number of schools reporting, therefore, is two hundred and forty-six.



A fairly comprehensive idea of the facilities of Massachusetts high school libraries may be gained from the data furnished in the preceding tables. It is apparent that the conditions are by no means ideal. However, Massachusetts is not so far behind certain other states that are reputed to be most progressive in educational matters.

As has been observed, only 38 high schools report that a full-time librarian is in charge of the school library. In three school systems, the librarian divides her time between the junior and senior high schools, and in five schools some library service is given by the Public Library. Four of the librarians listed as full-time librarians have no teaching schedules, but perform various administrative duties. One supervises the preparation for college, normal, and textile schools; three are deans of girls, with additional duties such as supervision of dramatics, and of preparation for college, etc.

All of the full-time librarians are in schools which have an enrollment of more than 200. In the smaller schools and in most of the large schools, the library has been placed in charge of a teacher without library training or experience. One high school has engaged a librarian who gives $\frac{5}{6}$ of her time to the library and $\frac{1}{6}$ to the teaching of history. Three teachers who are carrying schedules of from 17 to 20 hours a week have been sufficiently interested in their library work to take summer-school courses in this field. In a few schools the programs of the teachers assigned to the libraries have

been lightened. In a majority of schools, the supervision of the library is added to the already heavy burden of the teacher.

The Massachusetts State Department of Education is very much interested in improving the facilities and uses of school libraries as evidenced by statements made in their annual reports. This statement is found in the 1923 report: "A very important aid to good work is an adequate and well-selected school library. It is expected, of course, that all high schools will use the public library as much as possible, but the public library, even when well equipped with reference and other books suitable for the use of pupils in the high school is not a substitute for a good library in the school building, accessible at all times to the pupils and teachers. An examination of many high school libraries in the state by the supervisor of secondary education has shown, almost without exception, that these libraries are (1) inadequate for the service they ought to render."

The 1925 report again refers to school libraries as follows: "The Department of Education is greatly interested in improving the reference libraries in the high schools of the State. A good library in the school, at all times easily accessible to teachers and pupils, is necessary. The library must be the working laboratory of most of the departments.

(1) Massachusetts Department of Education, Annual Report, Part I p. 14, 1923.

This is essential for the employment of the best methods of instruction and for the securing of the best results of such instruction. The quality and size of the high school library still leaves much to be desired."⁽¹⁾ In the same report the Department suggests that "there shall be four volumes per pupil up to five hundred pupils and one volume per pupil in excess of five hundred. This is a minimum standard and should be understood to mean carefully selected, usable books, exclusive of text books. In 1924-25 there were only 41 high schools out of 233 which met the above standards even without any consideration of the kind and quality of the books reported. A policy of adequate annual appropriation for reference books is a serious need...In order that the best results may be obtained from the library, it is also important in the larger schools that there be a trained librarian. In the smaller school some teacher or teachers should be given time from their regular program to carry on as well as possible the work of the librarian."⁽²⁾

In the matter of seating capacity most schools meet the recommendation of from 5-10 per cent of the school enrollment as suggested by the "Certain Report." There are 47 schools in the state that do not provide for as much as 5 per cent of the enrollment.

(1) Massachusetts Department of Education, Annual Report, Part I p. 11, 1925

(2) Ibid.

Thirty-one of these, however, are in the schools of over 1000 pupils where one would expect it to be difficult to meet this requirement in every case. There are thirteen schools in the 500-1000 class that do not have a library seating capacity of 5 per cent, and but three schools in the 200-500 class.

It is noteworthy that library instruction is given in but 72 high schools, or 29 per cent. There are some communities where instruction in the use of books is given by the public library. As the need for instruction in the use of books comes to be more appreciated among the school administrators, there will, no doubt, be an increase in the schools offering this valuable service.

A SURVEY OF HIGH SCHOOL LIBRARIES
IN THE STATE OF CALIFORNIA

1928

The following observations are the result of questionnaires sent out in 1928 by the California School Library Association. Two hundred and fifty-four of the three hundred and sixty-two senior high schools in the state sent in replies.

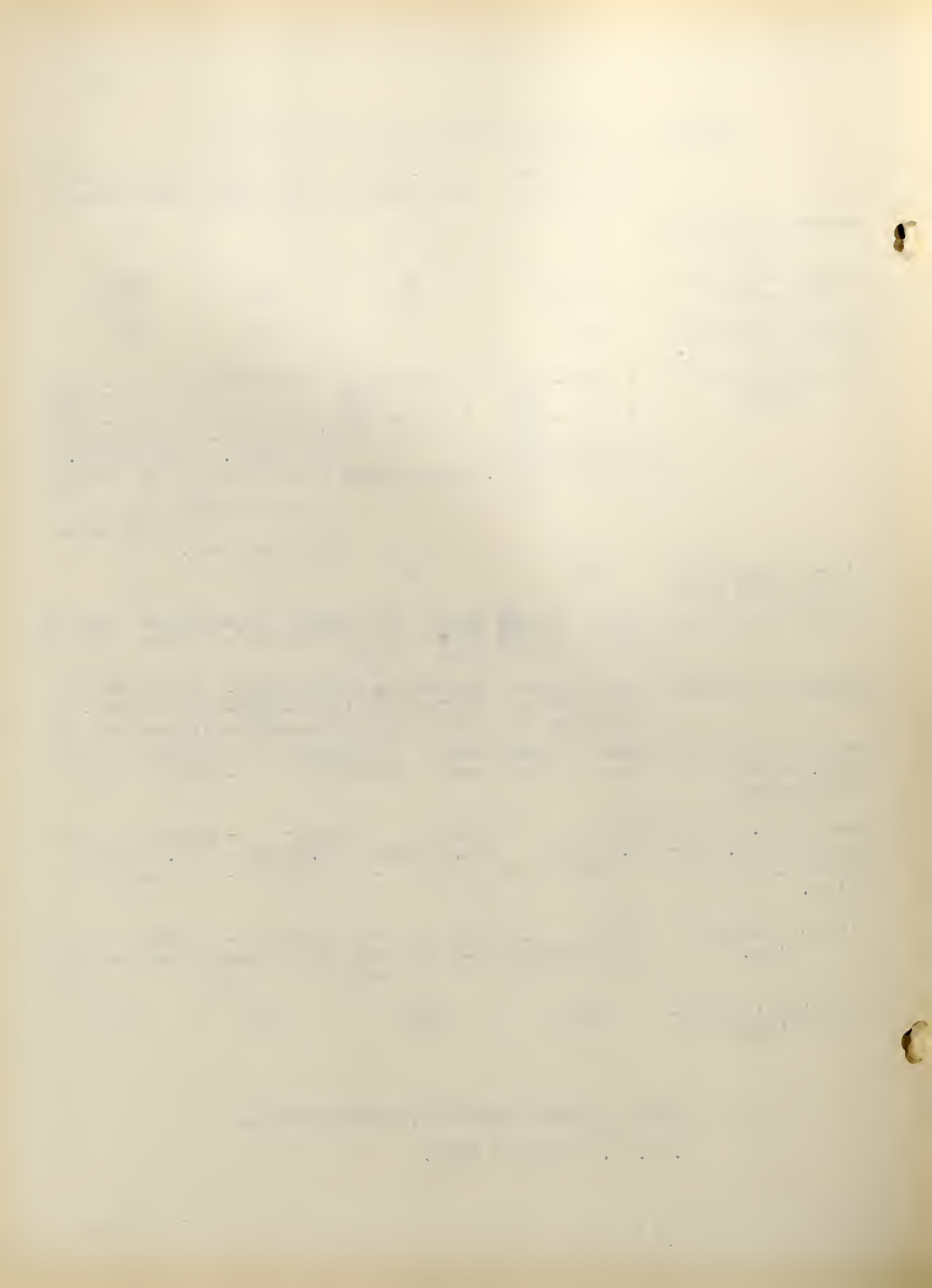
(1)

SURVEY OF CALIFORNIA HIGH SCHOOL LIBRARIES

	500 or less Enrollment	500-1000 Enrollment	1000-2000 Enrollment	Over 2000 Enrollment
Number of Schools in state	261	45	31	25
Number reporting Per Centage	163 62½%	39 87%	30 97%	22 88%
Number maintain- ing school libr.	159	39	30	20
Librarians in charge	1 full-time 25 1 part-time 115 No designated person in chg. 19	1 full-time 28 1 part-time 11 72% full-time	2 full-time 7 1 full-time 11 with cleri- cal assts. 4 1 full-time 18 1 part-time 37% have assts.	2 full-time 12 1 full-time 4 with cleri- cal assts. 5 1 full-time 3 60% have 2 1 full-time
Library separate from study hall	120	33	27	18
Seating capacity	Under 30 to 30-46 50-18 Over 50-17	Under 40 to 40-9 50-7 Over 50-21	Under 100-15 100-15 Over 100-15	Under 150-9 150-9 Over 150-11
Number of Volumes	Under 2000-77 2000-3000 -24 Over 3000 - 8	Under 3000-15 3000-8000-21 Over 8000-11	Under 5000- 7 5000-8000-12 Over 8000-11	Under 5000- 5 5000-8000- 5 Over 8000- 8
Number of periodi- cals, including duplicates.	Under 20-52 Over 20-51	Under 40-12 Over 40-27	Under 60- 9 Over 60-19	Under 80-11 Over 80- 7
Book find, includ- ing bindery, peri- odicals, and sup- plies.	Under - 7 \$1.00 per pupil - 8	Under - 1 \$1.00 per pupil - 5	Under - 8 \$1.00 per pupil - 8	Under -10 \$1.00 per pupil - 2
Library instruc- tion.	None -85 1-6 lessons -57	None -15 1-6 lessons -19	None - 7 1-6 lessons -19	None - 9 1-6 lessons -11
% giving instruc- tion	36%	50%	63%	55%

(1) School Library Yearbook, number three,

A. L. A., Chicago 1929.



In the following matters, the size of the school makes little or no difference:

Central library department and cataloging. Oakland, San Francisco, Los Angeles, and San Diego report some supervision by central library department. In Los Angeles, this central library catalogs for some of the schools, and sends out a visiting cataloger to help in others. 22 small libraries belong to the county system where the cataloging is done for them. 3 schools have no catalog, and 5 others are cataloged by students.

Supervised Study 75 schools have supervised study. The majority of librarians reporting say the effect on library usage is, in general, good. Others feel that the decreased number of study periods, especially for those carrying five solids, results in students using the library less than before.

Library Entrance Permit As few answers came from the smaller schools, this is apparently a problem of the larger ones. The following are the methods in general use:

1. Permit is by hall slip, issued either by the teacher or from the study hall--41
2. Permit is necessary from the teacher assigning the lesson--15
3. Students report directly to the library and fill out a study hall slip which is sent back to the study hall for the attendance check--20
4. Study hall and library are adjacent (an ideal situation)--13
5. Upper classmen are registered in the library for study--2

COMMENTS: It is apparent from the above tabulations that the schools which on the whole have the most active libraries fall within the 1000-2000 enrollment group. The larger and the smaller schools are both falling short for want of adequate library assistance. In the large school, there is of necessity too much regulation for the individual help possible in the smaller one.

The reports received indicate that all but six of the schools have libraries.

Three schools in the 500-1000 group have assistant librarians. Two schools on the over 2000 group have more than two full-time librarians.

Some librarians say a room of more than 150 is difficult to keep quiet.

Of the 77 schools under standard in the first group, 60 have less than 200 enrollment.

\$1.00 per pupil is not sufficient in small schools, and is more than enough in large and established schools.

Instruction is usually given to incoming students. Eight schools have worked out extended courses of 2 or more weeks.

The California School Library Association is actively engaged in constructive committee work, urging certain library legislation and more library training schools, and in preparing book lists and outlines for library instruction.

ACTUAL USES OF SCHOOL LIBRARIES
IN CERTAIN TYPES OF SECONDARY SCHOOLS

Summary tables of the observations made on the uses of school libraries are presented herewith. Weekly tally sheets accompany the reports for two schools (Attleboro and Boston Girls' High School) in order that it may be seen how the observations were checked.

Reports were received from twenty schools. The inadequacy of data on four schools reporting made it necessary to eliminate them. It was not possible to obtain accurate records from every school. The details are set forth as they were submitted with explanations of special features of the various library situations. Obviously, certain factors, such as attractiveness, book collection, floor plan, and so forth, do not show up in the figures presented.

It is to be noted that the schools included in the investigation vary in enrollment and administrative policy. The following schools reported definite information:

Attleboro High School	New Bedford High School
Beverly High School	Newton High School
Boston Girls' High School	Portland, Me., Deering High
Eraintree High School	Stoneham High School
Brookline High School	Watertown High School
Fairhaven High School	Wellesley High School
Fitchburg High School	Whitman High School
Gary, Ind., Horace Mann	Winchester High School

THE HISTORY OF THE CITY OF BOSTON

The city of Boston, situated on a peninsula in the State of Massachusetts, was first settled in 1630 by a group of Puritan settlers. The city grew rapidly and became one of the most important centers of commerce and industry in the New England region.

In 1773, the city was the site of the Boston Tea Party, a protest against British taxation. The event led to the American Revolution and the city's role in the struggle for independence.

The city of Boston has a rich history and has been the site of many important events. It is a city of great beauty and interest, and its history is a source of pride for its residents.

The city of Boston is a city of many firsts. It was the first city to have a public library, the first city to have a public park, and the first city to have a public hospital.

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ATTLEBORO HIGH SCHOOL-Enrollment 918-# of Volumes 2158-Library Capacity 33-Fac. of 31

Week of	Number assigned for Reference Work in:	# Using Volunta-	# Using Clipping & Mag. files	# Assisted by Librn.	# of Teachers Using
	Eng.Hist.Math.Sci.Lang.P.Ats.Cml. rily				
11/28	231 72 27 4 30 89 22 195 11				
12/19	185 149 16 7 71 83 33 220 6				
Total	416 221 43 11 101 172 55 415 17				

1.Length of class period? 40 MINUTES.

2.Number of periods in school session? 7 PERIODS

3.Number of periods a year of library instruction? EACH PUPIL HAS AN ENGLISH CLASS HAS

FOUR HOURS OF CLACS WORK AND FOUR HOURS OF LABORATORY WORK WITH THE LIBRARIAN.

4.Do pupils have free periods for library use? NO.

5. Number of library assistants?NONE Are they pupil or paid assistants? NONE

6.Are there reserve shelves for required reading in various subjects? YES.

7.Are there bulletin boards maintained by departments? TWO GENERAL BULLETIN BOARDS.

8.Is library instruction given by:

Librarian in the library?

Librarian in lecture room?

In English classes? YES Fr. Soph. Jr. Sen.

WEEKLY TALLY SHEET

ATTLEBORO HIGH SCHOOL--Enrollment 918--# of Volumes 2158-Libr. Capacity 33--Faculty of 31

Date	Number assigned for Reference Work in:	# Using	# Using	# of Books chg.
	Eng. Hist. Math. Sci. Lang. P. Ats. Cml.	Voluntary	Mag. files by Librn.	Teachers Using night
11/28 44 12	3	8	9	27 4 14
Two periods during which 36 pupils used library not classified. One period library laboratory.				
11/29 45 11	6	1 4 19	4 50	3 23
Two periods during which 42 pupils used library, not classified.				
11/30 42 12	7	1 5 16	7 37	2 17
Two periods during which 37 pupils used library, not classified.				
12/1 54 17	1	2 4 28	2 44	19
Two periods during which 38 pupils used library, not classified.				
12/2 46 20	10	9 17	37	2 20
Two periods during which 55 pupils used library, not classified.				

TOTAL 231 72 27 4 30 89 22 195 11 93

Total number (classified and unclassified) using the library was 694.



WEEKLY TALLY SHEET

ATTLEBORO HIGH SCHOOL--Enrollment 918--# of Volumes 2158-Libr.Capacity 33-Faculty of 31

Date	Number assigned for Reference Work in:	# Using Volunta- rily	# Using Clipping & Assisted Mag. files by Librn.	# of Teachers Using	Books chg. over- night
12/5 28 21	29 6	6	39	1	20
Two periods during which 43 pupils used library, unclassified. One period 28 in library					
12/6 37 25	4 7 21	4	40	2	15
Two periods during which 51 pupils used library, unclassified.					
12/7 33 38	16 22	5	43		25
Two periods during which 44 pupils used library, unclassified.					
12/8 38 31	5 9 20	7	46	3	35
Two periods during which 56 pupils used library, unclassified.					
12/9 49 34	7 10 14	11	52		40
Two periods during which 56 pupils used library, unclassified.					
TOTAL 185 149	16 71 83	33	220	6	135

Total number (classified and unclassified) using the library was 737.

Weekly tally sheets are included in the report on this library to show the particular circumstances under which the library was used. During two periods of the day, the librarian teaches English. A teacher is in charge of the library at these times, operating a study room. The comment on the tally sheets indicates the number using the room as a study hall while the librarian is not present.

The Attleboro High School Library is functioning under congested conditions. The library is open from 8:00 A. M. to 3:00 P. M., and is crowded nearly every period of the day. Often pupils are refused the use of the library because of lack of accommodations. Since the library is so crowded, no attempts have been made to advertise it. The library is used as a home room for post graduates, and frequently club meetings are held there.

Library instruction is given by the librarian to each of the Freshman English classes. The librarian also has charge of the dramatic club, and coaches the school play.

December and June are the two months when there are the least numbers working in the library. At these times, many classes are doing intensive work, having already had introductory material from the library, and fewer reference assignments are given out than at other times.

From the figures in the summary table, it may be seen that the number using for assigned reference varies considerably.

The total number using for the two week period approximates 85% of the school enrollment. Assistance was given by the librarian to 52% of those using the library facilities. A comparatively small number made use of the clipping and picture collection.

Those using for assigned reference in commercial work were mostly commercial geography students.

The number of books charged out overnight was ninety-three for the first week, and one hundred and thirty-five for the second, a total of two hundred and twenty-eight (228). Comparing the latter figure with the enrollment of the school, it is seen that 25% of the students took books out for home use.

Library permits are issued by the teacher giving the assignment. The librarian issues slips to pupils for general work and reading.

In spite of the crowded conditions, the figures for the number using voluntarily would seem to show that there is considerable reading for pleasure, or "browsing around."

LEVERLY HIGH SCHOOL--Enrollment 1630--# of Volumes 3000-Libr.Capacity 90-Faculty of 72
 Week Number assigned for reference work in:

	# Using Volunta- rily	# Using Clipping & Mag. files by Librn.	# Assisted of Teachers Using
of Eng.Hist.Math.Sci.Pr.Ats.Cml. sified A.M. P.M.			

Jan.23 142 701	91	117 45	146	274 123	21	367	6
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Total number (classified and unclassified) using the library was 1645.

1. Length of class period? 40 MINUTES.
2. Number of periods in school session? 6 PERIODS.
3. Number of periods a year of library instruction? APPROXIMATELY 15.
4. Do pupils have free periods for library use? ON FRIDAY.
5. Number of library assistants, SEVEN. Are they paid or pupils assistants?

ONE PAID PUPIL ASSISTANT. SIX EARN 1 CREDIT PER YEAR.

6. Are there reserve shelves for required reading in various subjects? YES
7. Are there bulletin boards maintained by departments? NO

8. Is instruction in the use of the library given:

By Librarian in the library? YES

By Librarian in the lecture room?

In English classes? Fr. Soph. Jr. Sen.

Complete data are lacking on Beverly High School Library, for the librarian reports that the number using prevents the keeping of an accurate record.

Beverly has a very fine high school library with 3000 volumes, and a seating capacity accommodating 5% of the school enrollment. There are conference rooms adjoining the library which may be used by pupils at the request of a teacher and with the approval of the librarian. Not more than two pupils may use a conference room at one time without special permission from the librarian.

Library instruction is given by the librarian in the library. The amount of instruction given varies. It amounts to approximately 15 periods a year. During September, Freshmen classes come to the library for an introductory talk on the library, its resources, and its uses.

Library slips are required of all pupils using the library during school hours. No slip is needed either before or after school. The library is open all day. Slips are issued by the teacher for whom the work is to be done. Pupils who have study periods on Friday may spend them in the library reading books or magazines, if they obtain a slip from the librarian before 8:15 Friday morning.

Books and magazines are loaned for overnight, and if they are not in special demand, they may be kept two weeks.

The pupils and teachers are kept acquainted with the resources of the library through a bi-weekly bulletin issued

The first part of the paper is devoted to a general discussion of the problem of the origin of life. It is shown that the problem is not only a scientific one, but also a philosophical one. The scientific aspect of the problem is concerned with the question of how life arose from non-life. The philosophical aspect is concerned with the question of whether life is a necessary part of the universe or whether it is a mere accident. The paper then proceeds to a discussion of the various theories of the origin of life. It is shown that the most plausible theory is that life arose from non-life through a series of chemical reactions. This theory is supported by the discovery of the first fossilized micro-organisms, which are believed to be the earliest forms of life. The paper concludes by stating that the origin of life is a problem that has fascinated mankind for centuries, and that it is one that will continue to fascinate us for many years to come.

by the librarian. This is read by the teacher in each home room. The library is further advertised by having a section in the school paper, in which items of interest are inserted from time to time.

It can be seen from the figures in the preceding table that there is a sizable group of pupils who use the library voluntarily. The librarian states that pupils make the most of the opportunity to use their free periods on Friday for coming to the library to read for enjoyment or on some special hobby.

The above record was made during examination week when library attendance usually drops off about one third.

The figure in the unclassified column includes work for French, German, Art, Music, etc.

BOSTON GIRLS' HIGH SCHOOL-Enrollment 1683-# of Volumes 5500-Libr.Capacity 91-Fac. of 67:

Week	Estimated # assigned for Reference work in:	Voc.	Eng.	Hist.	Math.	Sci.	Lang.	Guid.	Cml.	Eng.	Gen.	Extr.	Gen.	Volunta-	# Using	# Using	# of	Teachers	chg.	Over-
of														rily	Mag.	files	by	Librn.	Using	night

11/18	327	395	9	54	123	79	345	178	292	64	548	57	447
12/5	369	242	4	66	69	99	235	168	206	56	384	59	402
12/12	312	248	9	58	62	82	271	155	257	46	427	71	328
12/19	190	178	10	46	53	97	197	106	673	63	439	38	507
TOTAL	1198	1063	32	224	307	357	1048	607	1428	229	1798	225	1684

1. Length of class period? 45 MINUTES.
2. Number of periods in school session? 6 PERIODS AND HOME ROOM PERIOD.
3. Number of periods a year of library instruction? VARIES.
4. Do pupils have free periods for library use? ALL STUDY PERIODS ARE FREE FOR LIBRARY USE.
5. Number of library assistants? Are they paid or pupil assistants?
PUPIL (CLUB MEMBERS.)

WEEKLY TALLY SHEET

BOSTON GIRLS' HIGH SCHOOL--Enrollment 1683--# of Volumes 5493-Libr. Seating Capacity 91

Date	# Assigned for Reference Work in:	Extra Gen.	# Using Clipping & Assisted Mag. files by Librn.	# of Teachers Using	Books chg. Over-night
	Eng. Hist. Math. Sci. Lang. Guid. Cml. Curr. Read.				

Nov. Mon. 28	86	89	04	12	28	39	91	111	28	118	12	93
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Tues. 29	50	63	0	8	21	14	46	35	80	11	126	09	82
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Wed. 30	61	78	3	5	34	12	73	30	25	08	103	13	68
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Dec. Thurs. 1	63	81	0	13	19	17	65	38	12	04	96	15	101
---------------	----	----	---	----	----	----	----	----	----	----	----	----	-----

Fri. 2	67	84	02	16	21	13	70	36	64	13	105	08	103
--------	----	----	----	----	----	----	----	----	----	----	-----	----	-----

TOTALS	327	395	09	54	123	79	345	178	292	64	548	57	447
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WEEKLY TALLY SHEET

BOSTON GIRLS' HIGH SCHOOL--Enrollment 1683--# of Volumes 5493-Libr.Seating Capacity 91

Date	# Assigned for Reference Work in:	Extra Gen.	# Using Clipping & Assisted Mag. files by Librn.	# of Teachers Using	Books chg.Over- night
Eng.Hist.Math.Sci.Lang.Guid.Cml.Curr. Read.					

Dec. Mon. 5	85	69	04	18	21	23	58	39	35	9	98	13	89
Tues. 6	73	57	0	21	18	12	46	34	48	12	64	09	85
Wed. 7	53	48	0	11	13	08	40	35	60	14	68	12	82
Thurs. 8	78	26	0	07	05	37	49	25	16	08	71	09	62
Fri. 9	80	42	0	09	12	19	42	35	47	13	83	16	84
TOTAL	369	242	04	66	69	99	235	168	206	56	384	59	402

WEEKLY TALLY SHEET

BOSTON GIRLS' HIGH SCHOOL--Enrollment 1683--# of Volumes 5493-Libr.Seating Capacity 91

Date	# Assigned for Reference work in:	Extra Gen.	# Using Clipping & Assisted Mag. files by Librn.	# of Teachers Using	Books chg.Over- night
	Eng.Hist.Math.Sci.Lang.Guid.Cml.Curr. Read.				
Dec. Mon. 12	71 53 0 07 19 0 56 34 47 7	109	16	68	
Tues. 13	69 58 0 19 10 22 61 31 25 10	97	21	75	
Wed. 14	57 43 3 12 08 26 56 30 30 8	58	12	35	
Thurs. 15	44 31 2 09 11 21 43 28 47 12	64	09	52	
Fri. 16	71 63 04 11 14 13 55 32 108 09	99	13	103	
TOTAL	312 248 09 58 62 82 271 155 257 46	427	71	328	

WEEKLY TALLY SHEET

BOSTON GIRLS' HIGH SCHOOL--Enrollment 1683--# of Volumes 5493-Libr.Seating Capacity 91

Date	# Assigned for Reference work in:	Extra Gen.	# Using Clipping & Assisted Mag. files by Librn.	# of Teachers Using	Books chg.Over- night
	Eng.Hist.Math.Sci.Lang.Guid.Cml.Curr. Read.				
Dec.					
Mon. 19	59 56 04 12 14 27 51 26 79	13	119	06	88
Tues. 20	48 40 02 13 08 27 44 25 108	16	113	08	57
Wed. 21	46 38 04 12 13 20 53 35 87	8	101	14	146
Thurs. 22	37 44 0 09 18 23 49 20 91	14	74	06	101
Fri. 23		308	12	32	115

TOTAL 190 178 10 46 53 97 197 106 673 63 439 38 507

6. Are there reserve shelves for required reading in various subjects? YES.

7. Are there bulletin boards maintained by departments? YES.

8. Is library instruction given by:
Librarian in the library? YES.
Librarian in lecture room? YES.
In English classes? Fr., Soph., Jr., Sr., ALL, YES.

The Girls' High School of Boston has an excellent library of 5500 volumes. The school enrollment is 1683 with a library capacity of 91. There are conference rooms and a well equipped work room. As one enters the library room, he is conscious of a real welcoming and homelike atmosphere. There are easy chairs and a bridge lamp attractively arranged in an alcove that contains the pamphlet cases and special displays.

All pupils are free to use the library for reference work or general reading during any study period. They merely make out a slip indicating that they are in the library. This slip is sent to the study hall as an attendance check.

Library instruction is given by the librarian either in the library or a lecture room. All English classes receive some instruction in the use of books and the library during the year. The amount of instruction varies from year to year. The course in library instruction was prepared and worked out by Miss Ruth M. E. Hennig, the school librarian. The lesson outlines for this course have been accepted by the Boston School Committee, and published for use in all the Boston High Schools.

There is a very active library club in this school. The members of the club serve as library assistants when needed. Entertainments and assembly programs are presented by the library club. Occasionally proceeds are netted from these affairs which are used as a library fund for books. The library club edits a section on the school library for the school paper. These devices, together with bulletin boards and special displays, serve as effective methods in advertising the library.

From the table recording the uses of this library, the following items are of especial interest:

1. Number using for general reading. Such reading includes work in music and art.
2. Numbers assisted by the librarian. (The librarian does display a remarkably fine cooperative attitude, willing and anxious to render aid wherever she can.
3. Language and Mathematics departments use the library more than is customary in most schools.
4. Considerable use made of the library facilities for vocational guidance.
5. Uses of library for extracurricula purposes are numerous.

BRAINTRREE HIGH SCHOOL--Enrollment 875--# of Volumes 1900-Libr. Capacity, 36--Faculty of 36--									
Week	Number assigned for Reference Work in:			# Using Voluntary	# Using Mag. files by Librn.	# Clipping & Assisted	# Teachers Using	# of Books chg. over-night	
of	Eng.	Hist.	Math.	Sci.	Lang.	P.	Ats.	Cml.	
11/28	464	149	12	2					
						88	420	23	13
12/5	663	32	4	3	1	12	107	37	10
12/12	92	87	1		2	4	253	96	38
12/19	170	44		2		1	166	14	25
TOTAL	1389	312	17	5	3	2	17	614	887
								123	36
									898

1. Length of class period? 42 MINUTES.

2. Number of periods in school session? 11 (DOUBLE SESSION, 6 in A.M. & 5 in P.M.)

3. Number of periods a year of library instruction? 5 to each Freshman class--50 PERIODS 1931-32.

4. Do pupils have free periods for library use? NO DEFINITE LIBRARY READING PERIODS.

5. Number of library assistants? ONE. Are they pupil or paid assistants? PUPIL.

6. Are there reserve shelves for required reading in various subjects? YES, AND A DISPLAY BOOK CASE.
7. Are there bulletin boards maintained by departments? YES.
8. Is instruction in the use of the library given:
By Librarian in the library? YES.
By Librarian in lecture room?
In English classes? FR. YES SOPH. JR. SEN.

Braintree High School has a very attractive and well-equipped library. It is one of the few school libraries in Massachusetts that has all the books recommended in the "List of Books for High School Libraries," published by the Massachusetts State Department of Education.

The school is operating on the double session plan with the upper classes having six periods in the morning, and the two lower classes attending five periods in the afternoon. The library is open during both sessions.

The librarian gives five periods of instruction in the use of books and libraries to each of the Freshman English classes. The instruction is given in the library room.

Library permits are issued by the subject teachers making assignments. They are presented to the librarian, and returned to the study hall as an attendance check. Occasionally entire classes are brought to the library by their teacher when they have extra supplementary work. This enables each pupil to have the most possible material available on his subject. (The first two weeks record in the preceding table includes six English classes, entire, actually in the library.)



The librarian reports that voluntary reading, as a regular practice, has been dispensed with, except as a pupil may have time after finishing his reference work. The double session arrangement is partially responsible for discontinuing this voluntary reading. Moreover, it was found that many pupils were simply using the library as a means of escaping from study rooms. It is interesting to observe from the figures in the table, however, that the number using voluntarily during a four week period is comparatively large (614).

The clipping, picture, and magazine collection are in active use in this library. 887 pupils used this facility while the record was kept. The collection is kept up-to-date, and much interest is evinced by the pupils in this phase of the library service.

The figures for science and commercial pupils using the library are ordinarily much larger. Both of these departments call for a great deal of library work during the year. It so happened that their reference work did not come at the time these observations were made.

Among the various reports received, Braintree has as broad a distribution of uses of its library facilities as any of the schools. Other distinguishing features of this library are: faculty makes frequent use of the service, large numbers avail themselves of current information in the clipping, picture, and magazine files, and the active book circulation.

It may be said that Braintree has a live and much used school library. A total of 2359 pupils used the library for the four weeks that this record was kept.

BROOKLINE HIGH SCHOOL--Enrollment 1749--# of Volumes 3896-Libr. Capacity 50-Fac. of 103--

Week of	# Assigned for Reference Work in: Libr.	# Using Volunta- rily.	# Using Clipping & Assisted Mag. files by Librn.	# of Teachers Using	Books chg.Over- night						
Jan.2 Att.740	18	1	276	433	47	47	159	268	6	300	
Jan.9 Att.992	23	1	433	2	478	44	140	475	427	18	498

Att.
1732

TOTAL	173	41	2	709	2	911	91	187	634	695	24	798
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1. Length of class period? 40 MINUTES.
2. Number of periods in school session? 6 (Occasional 7th for special work.)
3. Number of periods a year of library instruction? 123 OF ACTUAL INSTRUCTION.
4. Do pupils have free periods for library use? THEY MAY USE LIBRARY ANY STUDY PERIOD.
5. Number of library assistants? ONE. Are they pupil or paid assistants? PAID & TRAINED ASS'T.
6. Are there reserve shelves for required reading in various subjects? YES.

7. Are there bulletin boards maintained by departments?
NO. LIBRARY MAINTAINS THEM FOR ALL DEPARTMENTS IN CORRIDOR
ADJOINING THE LIBRARY.

8. Is instruction in the use of the library given:
By Librarian in the library?
By Librarian in lecture room?
In English classes? YES FR. SOPH. JR. SR.
ALL YES.

The organization of Brookling High School Library is different from that in most high schools in Massachusetts. The Public Library employs the school librarian and assistant school librarian, buys the books, catalogs them, rebinds and mends them. The school department furnishes the room, pays for its upkeep, for supplies, and for magazines used in the library.

The fact that the Public Library does so much of the mechanical work connected with the school library leaves the librarian free for reference work with the pupils, and for instruction in the use of the library. This instruction is given to every English class in the school. Library classes come to the library for their instruction. Each pupil has to do several library contracts (Seniors 2, Juniors 3, Sophomores 3, Freshmen 3) which count about $\frac{1}{4}$ of the English mark.

Library slips are issued by the librarian at the beginning of each period. Teachers may grant permits for special assigned work.

The library room is conveniently located with attractive quarters. The accommodations are inadequate, however, for the numbers that have to be catered to. The librarian

states that it is necessary to turn pupils away nearly every period, and even then congestion in the use of the facilities results.

There is a library reading club comprising about twenty-five girls who assist in the school library a period a week. They take around attendance slips, prepare the magazines for circulation, do simple mending, file material in the pamphlet file, and anything else that will be of service to the library. Several times a year they meet for social and literary enjoyment.

Reading circles are conducted by the librarian. These are informal book clubs to whom the librarian reads choice bits of literature. The attendance is entirely voluntary, and many interesting discussions grow out of these informal gatherings.

It is apparent from the observations made in this library that the library service is available to a rather limited number of the student body because of lack of accommodations. However, all pupils are brought into contact with the school library through the unit plan of library instruction in every English class.

The number using pamphlets and pictures shows that this branch of library service is very active. This phase of library work is becoming one in which pupils show considerable interest. Many school administrators question the value of visual aids such as are offered in these collections. The

pupils' preference for these materials should warrant the careful attention and consideration of the authorities. It is well known by teachers who work directly with pupils in their subject preparation that pamphlet, picture, and magazine collections serve as real TOOLS for many students, and provide a source of information of inestimable value.

DEERING HIGH SCHOOL, PORTLAND, MAINE-Enroll. 1400-# of Volumes 8500-Libr. Capacity 80-Fac. 46												
Week	# Assigned for Reference Work in:				# Using Volunta- rily				# Using Clipping & Assisted Teachers chg. Over-			
of	Eng.	Hist.	Math.	Sci.	Lang.	P.	Ats.	Cml.	rily	Mag.	files by Librn.	Using night
									A.M.	P.M.		
1/2	242	245	125	22	7	35	575	129	9	72	22	404
1/9	175	258	130	65	3	1	593	286	11	47	24	446
1/16	161	299	156	102	9	4	630	302	25	56	20	412
1/23	183	385	3	155	60	7	13	436	207	19	19	348
TOTAL	761	1187	3	516	249	26	53	2234	924	194	85	1610

1. Length of class period? 40 MINUTES.
2. Number of periods in school session? 6 PERIODS.
3. Number of periods a year of library instruction? EACH FRESHMAN ENGLISH CLASS HAS 1 PERIOD.
4. Do pupils have free periods for library use? HOME ROOM PERIOD AND FROM 1:00--4:00 P.M.

5. Number of library assistants? EIGHT. Are they paid or pupil assistants? PUPIL.

6. Are there reserve shelves for required reading in various subjects? YES.

7. Are there bulletin boards maintained by departments?
NO.

8. Is library instruction given by:
Librarian in the library? YES.
Librarian in lecture room?
In English classes? FR. SOPH. JR. SR. ALL.

Deering High School Library is open from 8:00 A. M. to 4:00 P. M. Pupils may come to the library as they wish before 8:40, after 1:00 P. M., and at noon. The library room is attractively furnished with an excellent book collection (8500 volumes) and a well-arranged floor plan. During the six periods of the day, pupils use the library only at the request of a teacher to do a certain piece of work requiring the facilities of the library. In other words, the library is not an alternative for the study room. Pupils may use the library freely in the afternoon, between 1:00 and 4:00 P. M.

Library permits are granted by teachers giving special assignments for library work. The slip contains information as to the purpose of the library visit. It is returned to the office for checking with attendance records after being counter-signed by the librarian. Library attendance varies with class assignments. It may be seen that the social science department uses the library more than any other.

The librarian is attempting to stimulate the English department to greater use of the library facilities.

The library is advertised through bulletin boards, reviews and book lists in the school paper, attractive displays of new books, and timely displays of authors and famous people.

Library instruction is given by the librarian in the library. Each freshman English class has one period of formal instruction. The librarian works a great deal with individual pupils, helping them to find books within their capacity. She tries to increase their reading capacity, not in volume but in the worth of the thing they read.

Interesting details from the table on this library are:

1. Large number of voluntary users.
2. Frequent use of the library by the faculty.
3. Science department makes good use of the library.
4. History exceeds English in the number using for assigned reference work.
5. Extensive book loans.

FALRHAVEN HIGH SCHOOL--Enrollment 550--# of Volumes 1100-Libr.Capacity 36-Faculty of 26									
Week	# Assigned for Reference Work in:			# Using		# Using		# of Teachers	Books
of	Eng.Hist.Math.Sci.Lang.P.Ats.Cml.	Eng.Hist.Math.Sci.Lang.P.Ats.Cml.	Eng.Hist.Math.Sci.Lang.P.Ats.Cml.	Volunta- rily	Clipping & Mag. files by Librn.	Assisted	Using	chg.Over-	night
1/2	123	27	18	17	3	19	2	19	
1/9	149	45	25	26	4	32	3	52	
1/16	113	44	23	40	4	33		41	
1/23	151	39	25	46		23	2	29	
TOTAL	536	155	91	129	11	112	7	141	

1. Length of class period? 40 MINUTES.

2. Number of periods in school session? 6 PERIODS.

3. Number of periods a year of library instruction? VARIES.

4. Do pupils have free periods for library use? YES.

5. Number of library assistants? ONE. Are they pupil or paid assistants? PUPIL.

6. Are there reserve shelves for required reading in various subjects? YES.

7. Are there bulletin boards maintained by departments?
NO.

8. Is library instruction given by:
Librarian in the Library? YES.
Librarian in lecture room?
In English classes? FR. SOPH. JR. SR. ALL.

Fairhaven High School Library is open from 8:10 A. M. to 2:00 P. M. An attempt is made to make it an attractive room with a welcoming atmosphere. During school periods, only pupils with permits properly filled out by teachers of the subject to be studied are admitted. These permits are countersigned by the librarian and the study hall teacher. No one is allowed to leave the library during the period without the librarian's permission.

Teachers usually notify the librarian in advance, so that suitable books may be in readiness. Books and magazines are placed on reserve shelves at the request of teachers. More than half the books are borrowed from the town library, and are changed from time to time. The Public Library is heavily endowed, and has excellent facilities.

A vertical file of biographical material of modern authors is a much used piece of the school library equipment.

The charging system resembles that used in most libraries. Pupils may have out two books for a two week period unless they are on reserve. Fines for overdue books are collected through the home rooms, this money being used for

a newspaper subscription or an occasional book. There is no book fund for the library. Books are requisitioned with the Principal's approval as in other departments.

Owing to crowded conditions, 71 pupils are assigned to the library for study in the different periods.

FITCHBURG HIGH SCHOOL--Enrollment 1125--# of Volumes 2822-Libr.Capacity 30-Faculty of 44

Week of	# Assigned for Reference Work in:	# Using Voluntary Mag. files by Librn.	# Using Assisted Teachers Using	# of Teachers Using	Books chg.Over-night							
3/7	120	45	229	4	1	462	10	12	462	15	3	115

Eng.Hist.Math.Sci.Lang.P.Ats.Cml. A.M.P.M. Prof.Rest.

Week's average

about the same.

Estimated totals for a four week period.

500	225	950	12	4	1850	25	50	1900	50	10	500
-----	-----	-----	----	---	------	----	----	------	----	----	-----

1. Number of periods in the school session? 6 ON MON. & TUES.--7 ON WED., THURS. FRI.
2. Number of periods a year of library instruction? ONE FOR ALL SOPHOMORES.
3. Do pupils have free periods for library use? YES.
4. Number of library assistants? ONE. Are they pupil or paid? PART-TIME COMMERCIAL PUPILS AT \$2.75 PER WEEK.



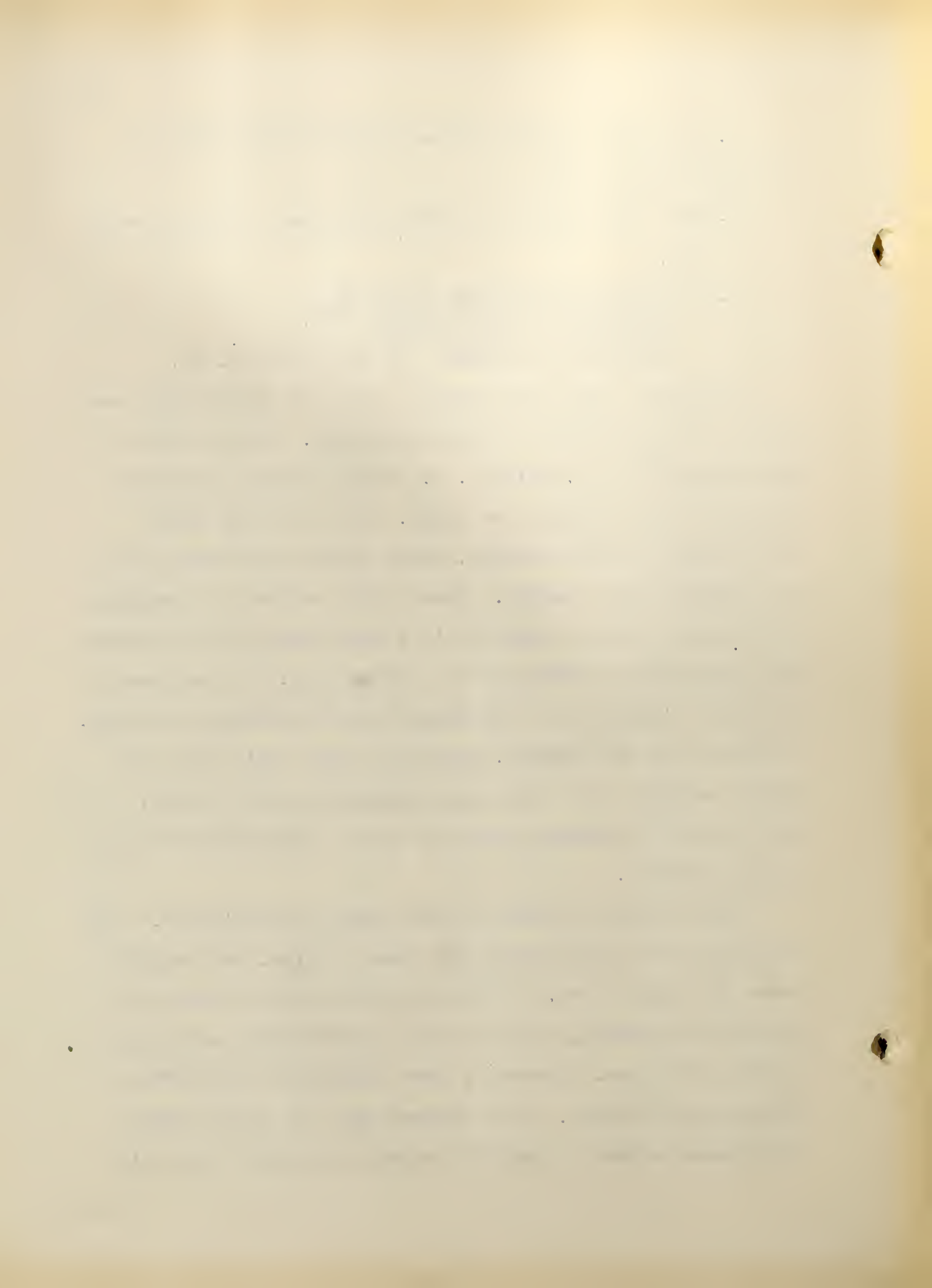
5. Are there reserve shelves for required reading in various subjects? YES.

6. Are there bulletin boards maintained by departments?
YES.

7. Is library instruction given by:
Librarian in the library? YES.
Librarian in lecture room?
In English classes? FR. SOPH. YES JR. SR.

Fitchburg High School Library has many interesting features in its procedure and administration. The library is open from 8:00 A. M.--2:00 P. M. Pupils are not regularly assigned to the library for study. There are two large study rooms for this purpose, which leaves the library free for reference and reading. Every pupil not due in a regular class period should either be in a study room or the library. They are regularly assigned to a study room, but are free to go to the library to do reference work or legitimate reading. On arrival in the library, pupils go about their work and simply register on a slip passed about for that purpose. This library attendance record is sent to the office at the close of school.

The librarian assists all who come to the library. She inquires of each pupil what they came to find, and suggests books they should use. It has been found that if left to themselves entirely, they use only encyclopedias and waste considerable time. Moreover, they frequently do not find the desired material. This contact with all pupils using the library makes it possible for the librarian to give in-



dividual instruction in the use of books and the library.

Figures of special interest in the table on this library are those for Science. This subject leads the list, and the figures show that much reference work is done in this field.

HORACE MANN-GARY, INDIANA, --Enrollment 1430--# of Volumes 2310-Libr.Capacity 34-Tac. 53

Week of	# Assigned for Reference Work in:	# Using Volunta- rily	# Using Clipping & Assisted Mag. files by Librn.	# of Teachers Using Prof.Resr.	Books chg.Over- night
3/13	117 212 205 78 96	48 200 219	10	63	15 273
3/20	108 204 197 75 102	50 194 205	14	58	12 269
TOTAL	225 416 302 153 198	98 394 424	24	121	27 542

1. Length of class period? 60 MINUTES.

2. Number of periods in school session? 8 PERIODS.

3. Number of periods a year of library instruction? 3 PERIODS.

4. Do pupils have free periods for library use? MAY USE LIBRARY ANY STUDY PERIOD.

5. Number of library assistants? 8. Are they pupil or paid assistants? PUPIL.

6. Are there reserve shelves for required reading in various subjects? YES.

7. Are there bulletin boards maintained by departments? NO.

8. Is library instruction given by:
Librarian in the library? YES.

Librarian in lecture room?

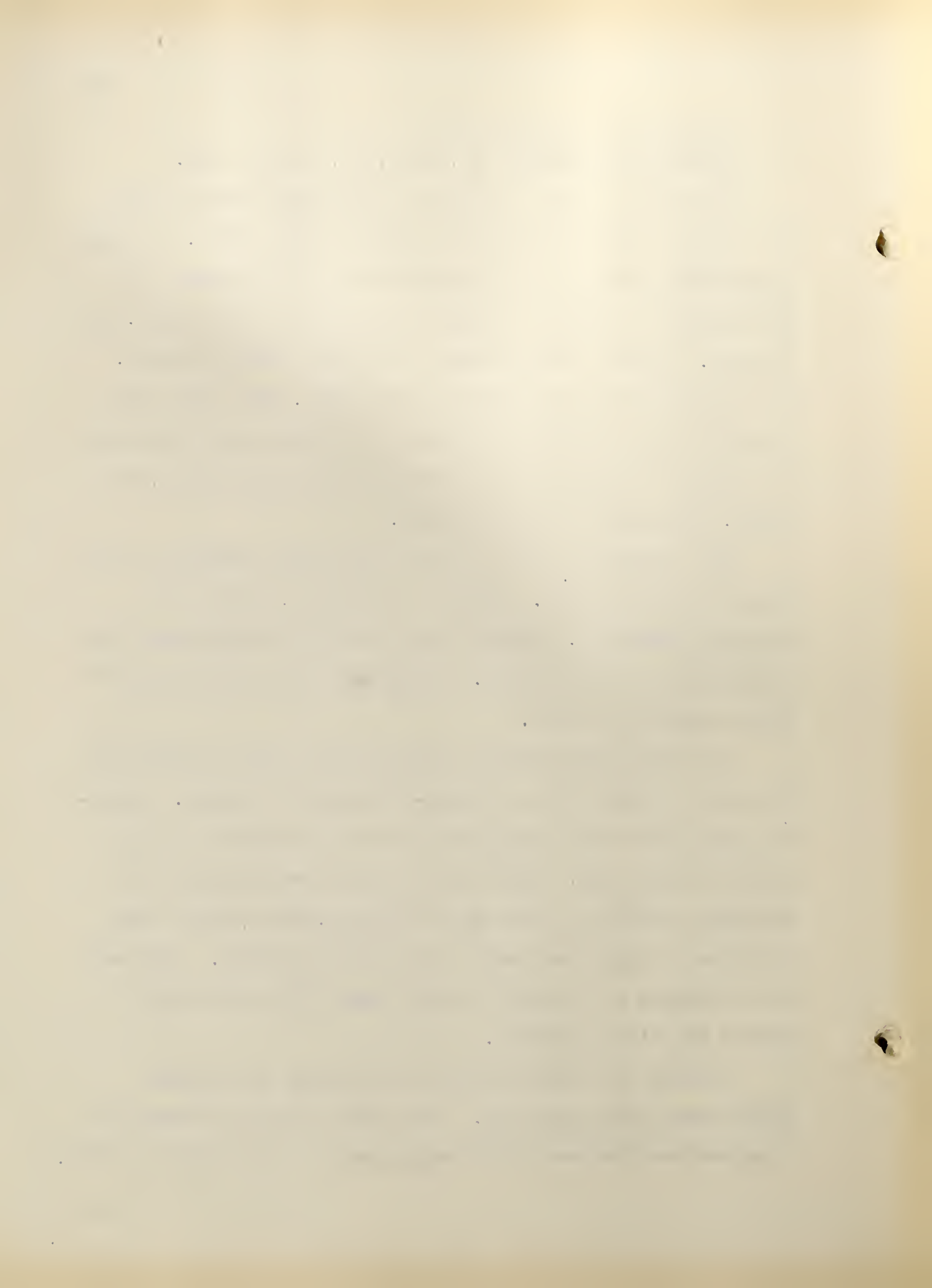
In English classes? FR. SOPH. JR. SR. ALL YES.

Knowledge of what is known as the Gary system of public schools has filtered to all parts of the world. A large contributing factor in the success of what is termed the Gary system of schools has been furnished by the active, efficient, constant cooperation of the Gary Public Library. Few libraries in the country, of the size, have done more than this one in making it a factor in every-day life among the school children, the mill hands, the business men, the clubs, churches, and associations.

The cooperative plan of the Gary Public Library and the schools began in 1913. In 1921, a teacher, paid by the board of education, assisted in the work of supervising the library work of the pupils. Libraries within the schools were organized in 1925.

The Horace Mann School organized its school library in the fall of 1925 with a teacher-librarian in charge. Equipment and books were purchased with funds supplied by the board of education. The book collection was housed in a portable building on the school grounds, and classes were scheduled as they had been in the public library. The peak of attendance was reached in 1931 when 1062 pupils were served the first semester.

In 1928 the library moved into the new and modern Horace Man School building. The public library withdrew as a supervisory factor in the management of the library in 1930.



Horace Mann School has an enrollment of 1430 pupils and a faculty of 53 teachers. The library contains 2310 volumes catalogued and shelf listed according to approved library standards. The library is open each school day from 8:00 A. M. to 4:45 P. M., and on Saturdays from 8:15 A. M. to 11:30 A. M. Pupils assist the librarian, and help out Saturday mornings with book repairing and housecleaning. In general, the noon hours from 11:15 to 1:15 are times of record attendance. These hours are free from scheduled classes. (It may be seen from the figures in the table on this library that there is a considerable number using voluntarily.) Pupils are permitted to use the library during any study hour. Thirty pupils are assigned to the library daily for a period of nine weeks. Then a second group comes in for the remaining nine weeks of the semester. A few may come to the library each period from the study hall by signing a slip for the study hall teacher.

Formal instruction in the use of books and the library is begun in the second grade in Gary schools. A regular program of instruction is carried on through the eighth grade.

In the senior high schools, an explanation of the arrangement and special features of the library is given by the librarian to each class group as soon as possible after it enters. Beyond this, little formal instruction is given, but a great deal of individual aid and instruction is given daily. Class groups are especially invited to the library

for "browsing hours." At this time, the librarian is afforded an opportunity of advising about books of interest for use in connection with a particular subject.

Interesting observations from the record of this school library's uses are:

1. Comparatively large numbers using for reference work in language and mathematics.
2. Number of voluntary users.
3. Frequent use by members of faculty.

NEW BEDFORD HIGH SCHOOL--Enrollment 2350--# of Volumes 3470--Libr. Capacity 66--Fac. of 80--

Week	# Assigned for Reference Work in:	# Using Voluntary	# Using Mag. files	# of Assisted Teachers by Librn.	# of Teachers Using	Books chg. Over-night
of	Eng. Hist. Math. Sci. Lang. P. Ats. Cml. A. M. P. M.					

Feb. 17	We do not have pupils assigned	899	410	253	475	27	543
Feb. 24	for reference work. It is all	841	265	198	325	23	494
Mar. 3	voluntary.	898	390	362	482	23	491
Mar. 10		1014	126	329	451	26	573
TOTAL		3652	1191	1142	1733	99	2101

Total number using library for four week period 4992.

1. Length of class period? 45 MINUTES IN A.M.--35 MINUTES IN P.M.
2. Number of periods in school session? 6 IN A.M.--6 IN P.M.
3. Number of periods a year of library instruction? 5 PERIODS A TERM TO ALL FRESHMEN. ONE PERIOD A WEEK FOR FIVE WEEKS TO FRESHMEN TAKEN FROM ENGLISH CLASSES.
4. Do pupils have free periods for library use? NO.

5. Number of library assistants? ONE. Are they pupil or paid assistants? PUPIL (PAID). SERVES DURING LIBRARIAN'S LUNCH PERIOD.

6. Are there reserve shelves for required reading in various subjects? YES.

7. Are there bulletin boards maintained by departments?
YES.

8. Is library instruction given by:
Librarian in library? YES.
Librarian in lecture room?
In English classes? FR. SOPH. JR. SR. ALL.

New Bedford High School is operating on the two session schedule with extremely crowded conditions. The school was built to accommodate about 750 students. There are 2350 enrolled for the second term of 1933.

The library is open continuously from 7:45 A. M. to 5:30 P. M. The librarian is on duty at all times except between 1:15 to 2:45 P. M., when the library is in charge of a paid pupil assistant. Because of the crowded conditions in the school, the librarian is handicapped in her desire to render effective school library service.

Pupils may come to the library before school without permission. During school hours, they must secure a permit from some subject teacher. Teachers may also send pupils from their classes for special reference work. Honor society pupils may come without a permit. They merely sign their names on a sheet provided for that purpose as a check upon their being in the library. The librarian recommends

a more elastic system of permits which would allow for "browsing about" in the library.

Library instruction is given to all freshmen. They come to the library one period a week for five weeks. These groups are taken from the English classes.

The librarian reports that the library serves principally the English and History departments with the Art department coming next in the number of users. She believes that a library should serve all departments of the school if it is to function properly and become the real soul of the institution of which it is a part. The librarian anticipates the possibility of service of this type when the overcrowded conditions of the school are done away with.

The figures in the table on New Bedford High School Library certainly indicate that the library is a busy place. Especially noteworthy are the totals for the number assisted by the librarian, and the number using the clipping and picture files. The use of the latter facility usually calls for much assistance on the part of the librarian.

An attempt is made to have library materials immediately available for the needs of the various departments as their wants are made known.

NEWTON HIGH SCHOOL--Enrollment 2217--# of Volumes 7000-Libr.Capacity 125-Faculty of 98

Week of	# Assigned for Reference Work in:	# Using Volunta- rily	# Using Clipping & Mag. files	# Assisted by Librn.	# of Teachers Using	Books chg.Over- night
1/2	1612 It is not possible to	53	140	507	Teachers have al-	918
1/9	1524 tell definitely what subjects were studied.	71	80	480	most no free per-iods.	832
1/16	1563 It is probable that most pupils did Eng-	74	202	376	About 50 teachers	922
1/23	1590 lish or History work.	68	194	278	came to the li-brary dur-ing the month.	966
TOTAL	6289	266	616	1641		3639

1. Length of class period? 50-60 MINUTES.

2. Number of periods in school session? 5 PERIODS.

3. Number of periods a year of library instruction? 2 to 4.

4. Do pupils have free periods for library use? YES.

5. Number of library assistants? NONE. Are they pupil or paid assistants? SOME PUPILS HELP OUT OCCASIONALLY AS LIBRARY CLUB MEMBERS.

6. Are there reserve shelves for required reading in various subjects? YES.

7. Are there bulletin boards maintained by departments?
NO.

8. Is library instruction given:
Librarian in the library? YES (DEPENDING ON
Librarian in lecture room? YES THE LESSON)
In English classes? FR. SOPH. JR. SR.

The large number of pupils using the Newton High School Library prevented the keeping of detailed records of the numbers doing reference work in the various subjects.

The library is open from 8:10 to 3:15. The school session ends at 2:00 P. M., but the librarian plans to remain for an hour after the closing of school to allow for use of the library if any desire.

Library instruction is given in the Freshmen and Sophomore English classes by the librarian. At the beginning of the year, pupils in the two upper classes who are taking History are given two periods a week in the library. The remaining spaces are filled with those who desire to study in the library. It is planned to have not more than 75 regulars, so that those wishing to come to the library for special work may do so by obtaining slips from the subject teachers.

Permits are issued by subject teachers. One part is kept by the pupil, shown to the study hall teacher, and presented in the library. The other part is sent to the librarian who checks the slips each day.

There is a library club of twenty-five members. This is made up of popular senior and junior girls who do many useful things in the library during school hours. Most of them are prominent in other school activities and cannot assist a great deal after school.

From the figures on this library, it is evident that the library is a lively place. The librarian is kept busy with assisting pupils and routine work. The library service is handicapped in that there is no trained assistant. If there were a librarian's assistant, it would release the librarian from detail work and allow her to work more with the pupils as their friend and counsellor.

STONEHAM HIGH SCHOOL--Enrollment 400--# of Volumes 2400-Libr.Capacity 24-Faculty of 25

Week	# Assigned for Reference Work in:		# Using		# Using		# of		Books	
of	Eng.Hist.Math.Sci.Lang.P.Ats.Cml.		Volunta-	rily	Mag. files	by Librn.	Using	chg.	Over-	night
1/2	81	113	79	6	11	23	3	39	A profess- ional li-	92
1/9	83	203	45	1	8	8		27	brary is maintain-	74
1/16	73	105	68	4	7	9	4	20	ed for teachers	74
1/23	72	65	82		10	23		25	in the Supt's.Of- fice	86
TOTAL	309	486	274	11	33	63	7	111		326

1. Length of class period? 43 MINUTES.

2. Number of periods in school session? 6 PERIODS.

3. Number of periods a year of library instruction? INDEFINITE.

4. Do pupils have free periods for library use? MAY USE LIBRARY ANY STUDY PERIOD.

5. Number of library assistants? ONE (JR. HIGH TEACHER GIVES PART TIME.)

6. Are there reserve shelves for required reading in various subjects? YES.

7. Are there bulletin boards maintained by departments?
NO.

8. Is library instruction given by:
Librarian in the library? YES.
Librarian in lecture room? YES.
In English classes? FR. SOPH. JR. SR.

Stoneham High School is operating on the two platoon plan. The senior high school is in session from 7:50 A. M. to 12:33 P. M., and the junior high school from 12:50 to 5:06 P. M. The library is open for the senior high school from 7:35 A. M. to the close of the session, except for recess and the librarian's lunch period. The librarian for the senior high school stays through half the afternoon session. Of the six periods in the morning, the library is open five.

Pupils are allowed to come to the library during any study period. They may come for pleasure reading as well as assigned reference work. A slip is issued by the study hall teacher and is presented for admission to the library. The time is checked by the librarian, and the slip returned to the study hall teacher. The library capacity of the library is only thirty, and it is therefore necessary to limit the attendance very often. Occasionally, a teacher will bring her class to the library during the period when the librarian is at lunch.

The first part of the paper discusses the importance of the study and the objectives of the research. It also outlines the methodology used in the study and the results of the data analysis. The second part of the paper discusses the findings of the study and the implications of the results. It also discusses the limitations of the study and the need for further research.

The third part of the paper discusses the conclusions of the study and the recommendations for future research. It also discusses the significance of the study and the contribution of the research to the field. The fourth part of the paper discusses the limitations of the study and the need for further research. It also discusses the need for a more comprehensive study of the topic.

The fifth part of the paper discusses the implications of the study and the need for further research. It also discusses the need for a more comprehensive study of the topic. The sixth part of the paper discusses the conclusions of the study and the recommendations for future research. It also discusses the significance of the study and the contribution of the research to the field.

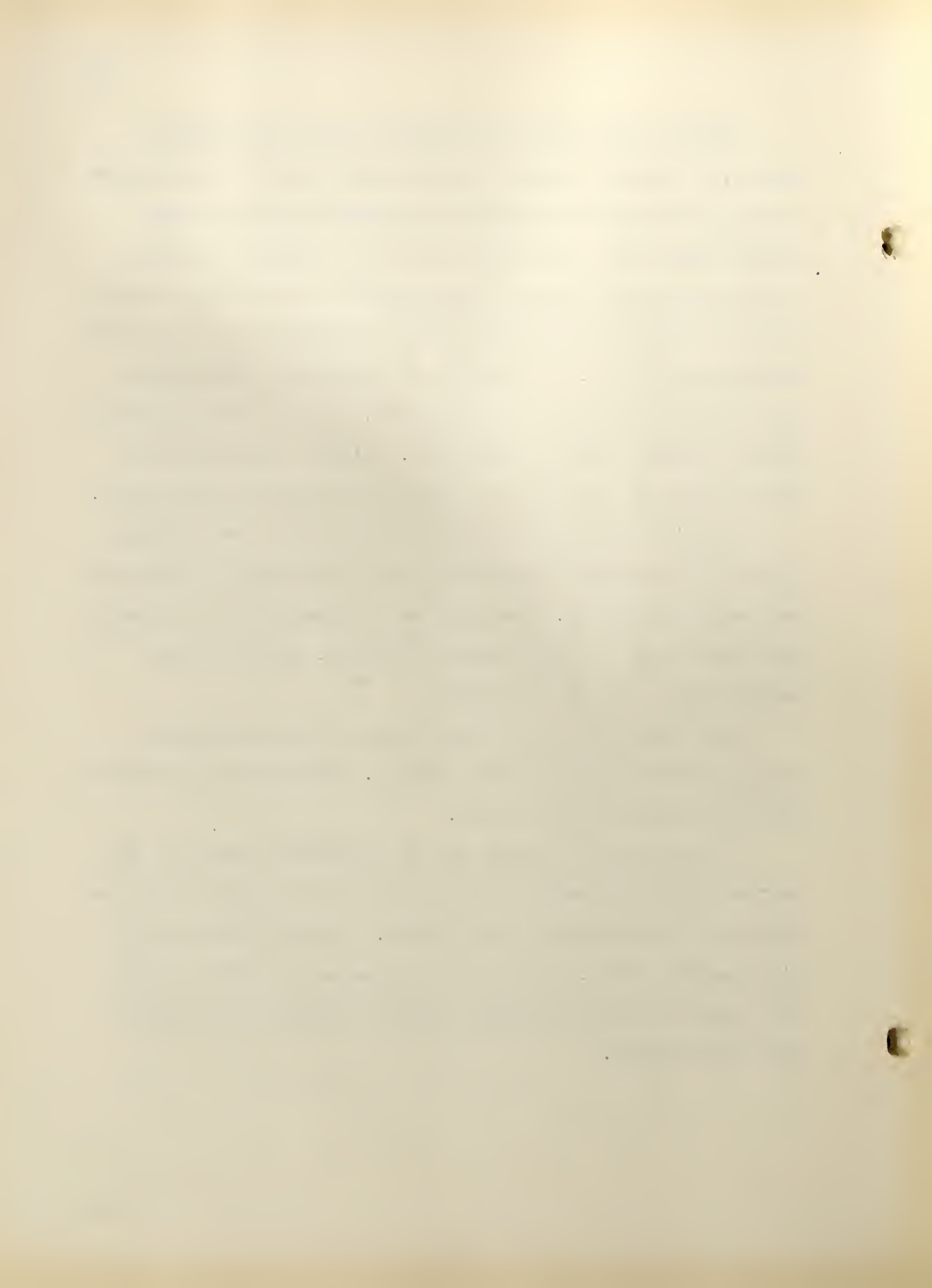
The seventh part of the paper discusses the limitations of the study and the need for further research. It also discusses the need for a more comprehensive study of the topic. The eighth part of the paper discusses the conclusions of the study and the recommendations for future research. It also discusses the significance of the study and the contribution of the research to the field.

Library instruction is focused on the junior high school. A contract system adapted from Scripture and Greer's "Find It Yourself" is worked out during the junior high school course with time taken out of the English Classes. In the senior high school, the librarian gives talks in the various classes on reference books available for use in that particular subject. The pupils of the junior high school work out the contracts by themselves, so the time devoted to library instruction is indefinite. Little formal instruction in the use of books is given in the senior high school.

A junior high school teacher gives part time to cataloging in the senior high school, or does other library work as occasion requires. She remains in charge of the library the latter part of the afternoon session, and for short periods after the daily session.

The library and its facilities are well-advertised through the corridor bulletin boards. Displays and lists of various kinds are posted here.

A comparison of the books and magazines loaned in the senior and junior schools is of interest in showing the comparative circulation of the library. The following table will indicate this, as well as the number of pupils using the library during the twenty minute intermission between the two sessions.



STONHAM HIGH SCHOOL--BOOKS AND MAGAZINES LOANED DURING JANUARY

Senior High School

(Session 7:50-12:33)

Junior High School

(Session 12:50-5:06)

Week of	Fiction	Non-fiction	Number using between the sessions	Magazines for both schools.	Fiction	Non-fiction
Jan. 2nd	31	61	256		104	74
Jan. 9th	27	47	265		149	80
Jan. 16th	16	58	290		165	83
Jan. 23rd	19	67	322		149	81
TOTAL	103	233	1133	76	567	318

Total loans for both schools was 1297.

Senior pupils do not use the school library afternoons, except by special arrangement.

Junior pupils do not use the library forenoons, except by special arrangement.

The Public Library is not open forenoons, but is open every afternoon and evening.

The above tabulation indicates that there is more outside reading done in both fiction and non-fiction in the junior high school.

WATERTOWN HIGH SCHOOL--Enrollment 1058--# of Volumes 2766-Libr.Capacity 48-Faculty 47									
Week	# Assigned for		# Using		# Using		# of		
of	Reference Work in:		Volunta-		Clipping & Assisted		Teachers		chg.Over-
			rily		Mag. files by Librn.		Using		night
	Eng.Hist.Math.Sci.Lang.P.Ats.Cml.A.M.P.M.								
1/9 224	151	67	67	15	13	1 125	104	106	169 43 201
1/16 245	91		54	8	140	14 219	93	111	180 26 146
1/23 208	177		93	15	33	2 211	72	114	213 33 145
1/30 220	182		51	1	48	26 222	105	118	167 26 123
TOTAL 897	601		265	39	240	43 777	374	449	729 128 615

1. Length of class period? 43 MINUTES.
2. Number of periods in school session? 10 PERIODS (DOUBLE SESSION, 8:00-1:00 & 1:15-4:30)
3. Number of periods a year of library instruction? 6 TO EACH JR. ENGLISH CLASS.
4. Do pupils have free periods for library use? NO.
5. Number of library assistants? NONE. OCCASIONAL HELP BY LIBRARY CLUE GIRLS.
6. Are there reserve shelves for required reading in various subjects? YES.
7. Are there bulletin boards maintained by departments? NO.

8. Is library instruction given by:
Librarian in the library?
Librarian in lecture room?
In English classes? FR. SOPH. JR. SR. ALL.

The school library at Watertown High School is a very well-equipped and attractive library room. There are adjoining conference rooms which will accommodate sixteen. These are used regularly by teachers and pupils. There is also a workroom for the librarian.

Watertown High School is now on the double session. The two upper classes attend from 8:00 A. M. to 1:00 P. M., and the lower classes, shops, and Household Arts groups come in the afternoon from 1:12 P. M. to 4:30 P. M. In spite of the crowded conditions in the school, the library functions very smoothly.

Library permits are given by subject teachers. Slips are presented to the study hall teacher, and then taken by the pupil to the library. At the end of the day, all slips are sorted and placed in the teachers' boxes in the office. This gives teachers a check on the reference work done for their classes.

There is a library club of nineteen girls who render assistance in the routine work of the library. Magazines are used extensively by the Household Arts Department, and the arranging, filing, and care of these materials is done by the club girls.

All juniors are made familiar with the resources of the library through a course in the use of books and the library.

Six periods of instruction are given to each Junior English class, beginning with the college sections. The teacher designates the time when she prefers to have them given this instruction. Time is taken from the English classes, and the librarian offers this instruction in the library. The course includes the following topics:

- A. Explanation of arrangement and classification of the library. (Cutter System of classification is used.)
- B. History of books, and study of parts of the book.
- C. Study of dictionaries and their uses.
- D. Explanation of value and use of encyclopedias.
- E. Suggestions and advice about special reference books.

The pupils keep notebooks. A final examination is given.

The library is advertised by means of book displays, posting special displays of interest on bulletin boards, and announcements in the school paper.

The magazine and clipping file is a much used facility in this library.

WELLESLEY HIGH SCHOOL--Enrollment 428--# of Volumes 900-Libr.Capacity 35-Faculty of 21--

Week	# Assigned for Reference Work in:			# Using Volunta-	# Using Clipping & Mag. files	# Assisted by Librn.	# of Teachers Using	Books chg.Over- night			
of	Eng.Hist.	Math.Sci.	Lang.P.Ats.Cml.	rily							
1/9	22	9	7	235	3	40	3	25			
1/16	26	44	1	9	1	51		45			
1/23	12	97	58	3	253	3	2	38			
1/30	36	14	51	3	5	315	6	30			
TOTAL	96	164	1	125	4	8	1108	14	225	9	138

1. Length of class period? 54 MINUTES.
2. Number of periods in school session? 5 PERIODS. (LIBRARY OPEN ONLY 3 PERIODS.)
3. Number of periods a year of library instruction? FOUR.
4. Do pupils have free periods for library use? NO.
5. Number of library assistants? NONE.
6. Are there reserve shelves for required reading in various subjects? YES.
7. Are there bulletin boards maintained by departments? NO.

8. Is instruction in the use of the library given by:
Librarian in the library?
Librarian in a lecture room?
In English classes? YES FR. SOPH. JR. SR.

Due to crowded conditions in Wellesley High School, the library is open only three of the five periods in the day. The librarian holds a class in the library the fourth period. During the fifth period, the librarian teaches also, and the library is in charge of another teacher. No regular library work is carried on at this time. However, the library is open from 8:15 to 8:30 A. M., and from 1:45 to 3:00 P. M., at which times pupils may use it for reference work. Tardy pupils are required to make up time in the library after school.

Permission to use the library is obtained either from a subject teacher or a study hall teacher. Pupils may go to the library during their study period if the study hall teacher grants them permission. A class teacher may send pupils to the library during the class period when special supplementary reading is to be done.

The plan of work adopted in all classes for this year divides each unit of learning into three sections: A, Minimum Essentials, -B, Supplementary (for those who passed the first test on Section A, -and Section C, Review. This procedure has tended to increase the use of the library facilities. In the second week during which a record of uses of this library was made, English and History classes began

supplementary work with a consequent increase in the use of the library. However, the library attendance in the four week period observed was only about 75% of normal due to an epidemic of colds and grippe. The average school attendance was greatly lowered, of course, as a result of this epidemic.

No specific appropriation is made for the library. The school committee, however, does buy most of the books requested, and subscribes to current magazines. No new equipment has been added for several years. Such is the case for all rooms in the building, for it is anticipated that the building will soon be outgrown.

Four periods of library instruction are given each year. This is carried on in all English classes.

The methods of advertising the library are: library department in the school paper, mimeographed sheet given out at Parent Teachers' meeting, and in the Wellesley paper.

One interesting observation on this library is the large number of pupils using for reference work in science.

WHITMAN HIGH SCHOOL--Enrollment 565--# of Volumes 600--Library Capacity 50--Faculty 19

Week of	# Assigned for Reference Work in:				# Using				# Using				# of				Books			
	Eng.	Hist.	Math.	Sci.	Lang.	P.	Ats.	Cml.	rily	Mag.	files	by	Librn.	Using	Teachers	chg.	Over-	night		
11/14	21	46	3	2	2	9	2	3	7	15	3	20								
11/21	6	44		3	16	14	3	2	4	4	2	18								
11/28	20	72	1	7	10	10		5	9	22	1	11								
12/5	52	48	2	5	2	3	5	4	12	14	4	9								
12/12	18	66	4	7	3		2	2	6	12	2	15								
12/19	11	45	1	14	4	2		6	4	9	1	21								
1/30	13	54		12	2		4	3	9	7		14								
2/6	17	42		8																
TOTAL	158	417	11	58	39	38	16	25	51	83	13	108								

No regular librarian. Teacher in charge all afternoon. Total number using for 8 weeks was 775.

The uses of Whitman High School Library are limited because of lack of time in the schedule for library work, and because of insufficient teachers. The library room, with a seating capacity of fifty, is open for assigned reference work but two periods in the day (1st and 3rd). An English teacher is in charge both periods, and renders assistance to pupils as needed. During the last three periods, classes in Citizenship are held in the library room.

Between 2:30 and 4:30 P. M., a teacher-librarian is in charge of the library. Pupils may use the library in the afternoon for pleasure reading or assigned reference work by obtaining a slip from some subject teacher. Every pupil visiting the library must present a slip either from a subject teacher or the office.

There is no formal instruction in the use of books and the library offered. The English department devotes attention to this as special need arises. Teachers supervising the library report that pupils waste much time in looking up material because they lack the knowledge of how to go about searching for the desired information.

The totals on the numbers using this library are not very large because of the limitations necessitated by the present organization of the school. The recorded uses, however, show the general tendencies in the majority of high school libraries. The comparatively large number using the library for history work is explained by the fact that con-

The first part of the paper discusses the importance of maintaining accurate records of all transactions. It is essential for the business to have a clear and concise record of all income and expenses. This will allow the business to track its financial performance over time and identify areas where it may be able to save money or increase revenue.

The second part of the paper discusses the importance of maintaining accurate records of all assets and liabilities. This will allow the business to track its net worth over time and identify areas where it may be able to increase its assets or decrease its liabilities.

The third part of the paper discusses the importance of maintaining accurate records of all taxes paid. This will allow the business to track its tax liability over time and identify areas where it may be able to reduce its tax burden.

The fourth part of the paper discusses the importance of maintaining accurate records of all debts. This will allow the business to track its debt over time and identify areas where it may be able to reduce its debt.

The fifth part of the paper discusses the importance of maintaining accurate records of all investments. This will allow the business to track its investment performance over time and identify areas where it may be able to increase its returns.

The sixth part of the paper discusses the importance of maintaining accurate records of all other financial transactions. This will allow the business to track its overall financial performance over time and identify areas where it may be able to improve its financial health.

siderable supplementary reading is required in U. S. History and Problems of Democracy. Projects are assigned, and frequent reports are given in these subjects.

Efforts are being made to have the library open during the entire school session. The principal recommends the employment of a regular teacher-librarian.

The library room and equipment are adequately furnished. A recently acquired clipping file is attracting the attention and interest of the pupils. A generous collection of magazines is on hand, and used regularly.

WINCHESTER HIGH SCHOOL--Enrollment 693--# of Volumes 2000-Libr.Capacity 52-Faculty 26

Week of	# Assigned for Reference Work in:						# Using Volunta-	# Using Clipping & Assisted	# of Teachers	Books			
	Eng.Hist.	Ed.	Sci.Lang.	P.Ats.	Geog.	A.M.P.M.	rily Cml.	Mag. files by Librn.	Using	chg.Over- night			
1/2	160	42	33	9	5	2	115	35	105	3	111	18	203
1/9	206	42	50	44	5	12	165	85	112	8	109	28	237
1/16	152	49	26	62	2	7	105	101	129	5	82	26	210
1/23	73	20		3			42	51	55	1	10	9	110
TOTAL	591	153	102	118	12	21	427	272	401	17	312	81	760

1. Length of class period? 40-50 MINUTES. (50 MINUTES ON BANKING AND ASSEMBLY DAYS.)

2. Number of periods in school session? 6 (OCCASIONAL 7th, SEE ABOVE.)

3. Number of periods a year of library instruction? INDEFINITE.

4. Number of library assistants? NONE. Are they pupil or paid assistants?
A PUPIL STAYS AT THE DESK ONE PERIOD A DAY.

5. Do pupils have free periods for library use? MAY USE LIBRARY ANY STUDY PERIOD.

6. Are there reserve shelves for required reading in various subjects? YES.

7. Are there bulletin boards maintained by departments?

NO.

8. Is library instruction given by:

Librarian in the library? YES. (AS FAR AS POSSIBLE.)

Librarian in lecture room?

In English classes? FR. SOPH. JR. SR.

The record of the uses of Winchester High School Library is not normal for two reasons:

1. For the first two weeks, absences mounted to 160-170 because of a grippe epidemic.

2. For the last two weeks, classes were emphasizing for the mid-year review and examinations, Jan. 25-27. The examinations are carried out as formally as they are in college. There are no regular classes, but a special examination schedule is followed. The library is the only room used for study on those days. All other rooms are open only for scheduled examinations.

The regular procedure for pupils desiring to use the library is to obtain a slip from some subject teacher. Pupils may come to the library instead of a study hall if they have reference work to do. Students excused from gym are given assigned reading to report on and use the library for this. The column in the table headed "Physical Education" shows the number using for this purpose.

Library instruction is still in an experimental stage. In the past, a four weeks course was given to all Freshmen English classes. Another plan used was to teach the entire

course as outlined in the pamphlet "Find It Yourself" to the Junior College English divisions. At other times, one or two lectures were given with follow-up questions in History, Commercial Geography, and Commercial English classes. On account of the crowded conditions this year, only one lecture on general reference books in each of the College English classes has been presented.

It is to be noticed that the Commercial Geography classes rank next to English in numbers using this library for assigned reference work.

The faculty are prevented from making greater use of the library due to the full programs that each is forced to carry. In any one month, there are only four or five teachers who have any free period. The librarian tries, as far as possible, to keep in touch with their interests, and sends books to them.

SUGGESTIONS FOR GENERALLY IMPROVING
THE USE OF SCHOOL LIBRARIES

Modern methods of secondary education really necessitate a library in every high school. "The high school has but two agencies that come in contact with all pupils--the administrative department and the library. They are the two unifying agencies of the school. The library especially is important in correlating the interests of all departments in the school."⁽¹⁾

"The high school library is a carefully selected collection of books, periodicals, pamphlets, clippings, and illustrative material, chosen to meet the needs of the average high school student, organized according to modern library methods by a trained librarian who can devote her entire time to the school library and who is thoroughly interested in boys and girls."⁽²⁾

A library that measures up to the standards stated in the foregoing definition is equipped to serve its purpose adequately.

However, the amount of service given by any school library depends largely on the cooperation of the teachers with the librarian in that school. In the first place, the

(1) Logassa, Hannah--The High School Library, D. Appleton & Co. N. Y. 1919

(2) Zachert, Adeline B.--Why School Libraries, Journal of N. E. A. Nov. 1926

assignments which lead to the use of the library come from the teachers. Secondly, extra reading is often suggested by teachers when interest is aroused during a class discussion.

It is the duty of the teacher to "stimulate the pupils to frequent and intelligent use of the library, and to guide them daily in making the most of it. It is not sufficient for a teacher, when a class is approaching a new field or department of a course in some subject, to say--'You will find much of value in the library on this matter, and should consult it in connection with the different topics.' The reference should be exact and specific and in many cases should constitute a plain assignment either to a class or to an individual."⁽¹⁾

The librarian must try to get teachers to have faith in the library so that they in turn can inspire their students. In order to do this the librarian should strive to make materials readily available to teachers.

No matter what the prescribed duties, the librarian should be alert to find new ways of serving. She should create an atmosphere which will make teachers want to get acquainted with the library. More than that, a friendly spirit on the part of the librarian would assure them that their requests are welcomed. Keeping reserved books on shelves near the charging desk, makes it possible for teach-

(1) Books and Maps in Recognized High Schools. Circular 239, Illinois Department of Education 1929

ers to assemble the needed books where students may find them more readily. The author suggests keeping new books in a display case to call attention to recent acquisitions. The loan of books, pictures, and encyclopedias for use during class periods makes the whole library available to teachers and students in classrooms. Teachers can reserve books before the date on which they will be needed, thus enabling them to plan their work ahead.

The librarian can cooperate with faculty advisers for extracurricular activities in such ways as lending books for club meetings; supplying material for debating teams; and keeping complete files of the school paper.

"All teachers should feel free to ask the librarian to list library books on special topics to be assigned. It is the simplest way in which the librarian can help the teachers to get acquainted with library resources. Bibliographies thus prepared may be posted in the classrooms, and later filed for future use.

Teachers can help their students to get library material by giving to the librarian advance notice of assignments. When teachers are convinced that preparedness on the librarian's part is an advantage to their students, and also to them, they will help the librarian to help their students.

As new books are received, notice should be sent to the teachers by whose classes they will be used.

A special bulletin of information can be sent to new teachers, with an invitation to use the library. Such a bulletin may well be sent at the beginning of the school year to all teachers--describing the arrangements for library reserves; listing magazines subscribed to by the library; describing the loan system for teachers and students, and for home and class use; offering the librarian's services in preparing bibliographies and assembling material for oral reports; telling the library resources--books, pictures, pamphlets, clippings, and slides."⁽¹⁾

Such a bulletin would aid in improving the use of the library, and make for closer coordination between the library and all departments of the school.

If the library facilities are to be used effectively, specific knowledge of how books and libraries should be used is required. This necessitates definite provision for library instruction in the school either by the librarian in a special course or as a phase of the work in English. It is of utmost importance that training in the use of the library should be given to every pupil as soon as possible in his school career. Every month of delay in instructing him in the meaning and use of the library, lessens the efficiency of his course.

(1) Manual for Secondary Schools, New Jersey Department of Public Instruction, Trenton 1932.

It is not the aim of the writer of this paper to outline definite procedure for instruction in the use of books and the library. However, "our high school graduates should leave us, for college or active life, with a realization of the value of libraries, a desire to use them for stimulus and enjoyment, and a habit of turning to them for help on practical problems. He should feel at home in a library, and know how to use the simpler library aids and reference books. He is then equipped for intellectual self-help all through life. In school, teachers and librarians can increase his knowledge of the wealth that any good library offers, and his skill in finding what meets his need without waste of time and energy. It is generally agreed that for this, besides help given to individuals, definite lessons are needed."⁽¹⁾

If books are to serve as the TOOLS of the learning process, surely it is essential to instruct pupils in the proper use of these TOOLS. A course in the use of books and the library is a fundamental educational responsibility of the school library. It is a method by which the library may contribute to the organized education of the school.

(1) Manual for Secondary Schools,--New Jersey Department of Public Instruction, Trenton, N. Y. 1932.

WHAT SHOULD BE THE OBJECTIVES OF
A MODERN HIGH SCHOOL LIBRARY?

Since the library is really a reflection of the school with which it is connected, its objectives will be determined by the particular school situation. The conditions in various schools differ widely. It is to be expected, therefore, that there will be great variance in school library objectives. However, as there are general objectives for secondary education, so there are general objectives for school libraries. The objectives formulated by the American Library Association provide a basic list of purposes of libraries in the schools. They are:

1. All pupils in both elementary and secondary schools should have ready access to books to the end that they may be trained:

- (a) To love to read that which is worth while.
- (b) To supplement their school studies by the use of books other than textbooks.
- (c) To use reference books easily and effectively.
- (d) To use intelligently both the school library and the public library.

(1) The Booklist,--American Library Association, Chicago, June, 1921.

2. Every secondary school should have a trained librarian, and every elementary school should have trained library service.

3. Trained librarians should have the same status as teachers or heads of departments of equal training and experience.

4. Every school that provides training for teachers should require a course in the use of books and libraries, and a course on the best literature for children.

5. Every state should provide for the supervision of school libraries and for the certification of school librarians.

6. The public library should be recognized as a necessary part of public instruction, and should be as liberally supported by tax as are the public schools, and for the same reasons.

7. The school system that does not make liberal provision for training in the use of libraries fails to do its full duty in the way of revealing to all future citizens the opportunity to know and to use the resources of the public library as a means of education.

The above objectives are broad and comprehensive, and allow for interpretation to fit particular situations. Each school library should have a set of objectives that will enable it to render the maximum amount of service to the school

of which it is a part. This goal of potential service is something that all high school libraries should have in common.

In general, library service in the school is of two kinds. "Directly, the school library aims to guide and direct the leisure reading of the pupils in the school; to give to children, through books, a knowledge of the world in its diverse form; to help them discover their own creative abilities and aptitudes; and to make it possible for them to obtain vicarious experiences which will add to their apprehensive mass. The second direct contribution to the educational program of the school is the training it gives to the pupils in the use of books and libraries. Indirectly, the library serves as a unifying agency in the general scheme of school administration. It serves as the cooperating and correlating agency for the subject matter taught in the school, and is therefore an adjunct to all the classrooms. In addition, it serves as the clearing house for all ideas intellectual and aesthetic, as well as a center of the social and extracurricular activities in the school."⁽¹⁾

The school library which is equipped and organized so as to render the aforesaid services may truly be said to be the heart and soul of the school. The modern high school

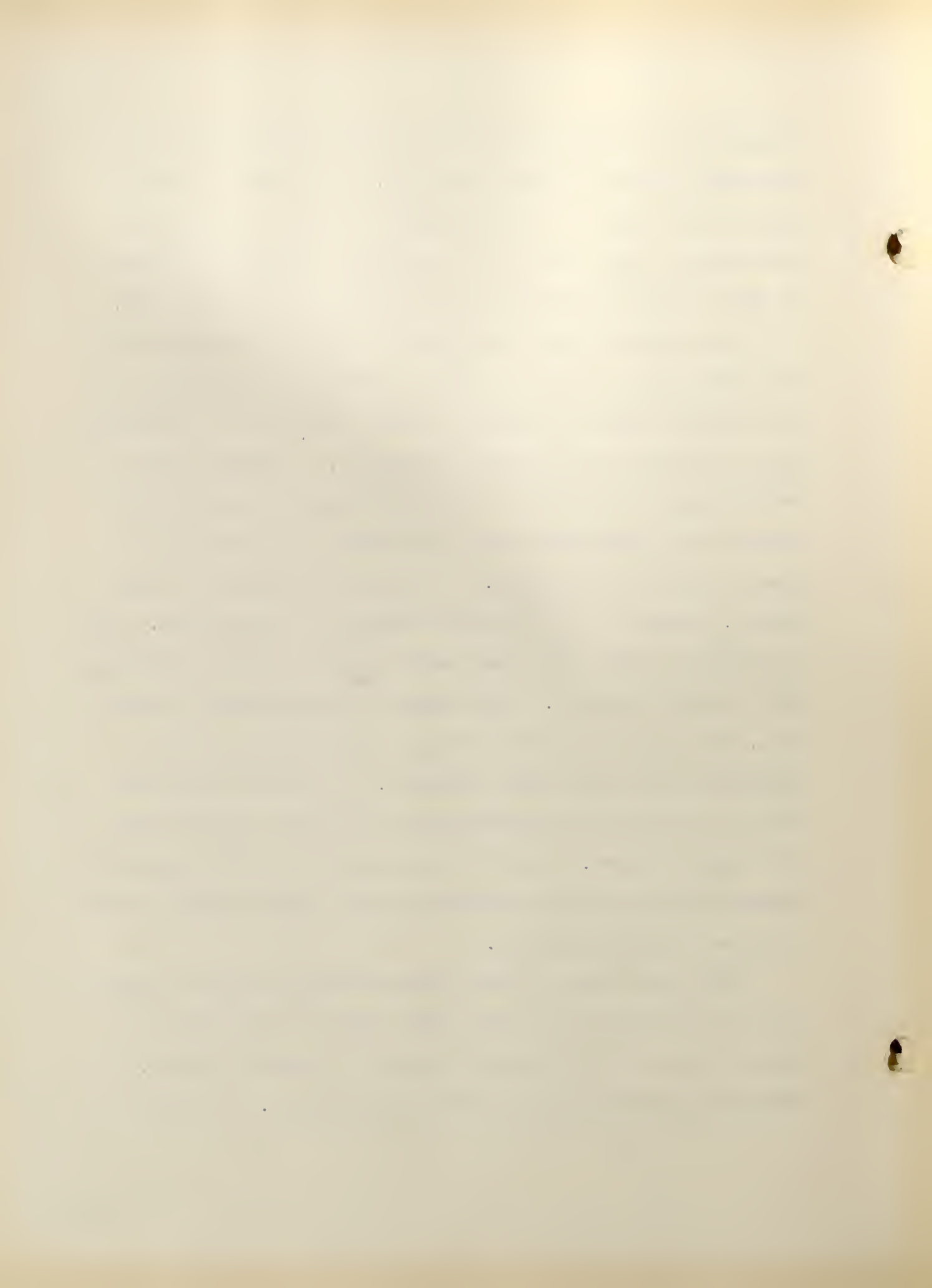
(1) The High School Library,--Hanna Logassa, D. Appleton & Co., New York, 1928.

The first part of the paper discusses the importance of maintaining accurate records of all transactions. It is essential for the business to have a clear and concise record of all income and expenses. This will allow the business to track its financial performance over time and identify areas for improvement. The second part of the paper discusses the importance of maintaining accurate records of all assets and liabilities. This will allow the business to track its net worth over time and identify areas for improvement. The third part of the paper discusses the importance of maintaining accurate records of all taxes paid. This will allow the business to track its tax liability over time and identify areas for improvement. The fourth part of the paper discusses the importance of maintaining accurate records of all debts. This will allow the business to track its debt liability over time and identify areas for improvement. The fifth part of the paper discusses the importance of maintaining accurate records of all equity. This will allow the business to track its equity over time and identify areas for improvement. The sixth part of the paper discusses the importance of maintaining accurate records of all other financial information. This will allow the business to track its overall financial performance over time and identify areas for improvement.

library is no longer an extracurricular activity, but a very important intracurricular necessity. The place of the library in the work of all departments is one of increasing importance. The library is a reservoir from which the pupil should draw constantly for information and inspiration.

It is obvious from the results of this investigation of the actual uses of school libraries that the departments of the school making the greatest use of the library facilities are the English and History departments. A volume could be written suggesting devices and procedures by which all subjects in the curriculum could and should be adapted to greater use of the library. It is not the purpose of the writer, however, to go into such detail in this thesis. Let it merely be noted here that every subject in the curriculum has related interests. The range of interests may be broadened, and pupils motivated to great self-activity if the classroom and library work together, for various subjects may be correlated and coordinated through the services of the school library. It is in the library that materials are offered for intellectual excursions into the by-paths of any division of subject matter.

"The great ideal of the library should be that of serving the interest of each and every pupil in the school, no matter whether that interest be directed toward reading, or toward any other activity which is purposeful. Whatever the



taste and bent of the individual pupil, he should be able to find in the library something to interest him, and materials for engaging in that interest."⁽¹⁾

(1) The High School Library,--Hanna Logassa, D. Appleton & Co., New York, 1928.



WHAT CONSTITUTES EFFECTIVE SCHOOL LIBRARY SERVICE?

The American Library Association believes that a school library is an essential of the modern school, and that expert librarianship is the most important element in effective school library service.

"The effective school librarian is one who stimulates in boys and girls a wholesome curiosity about books, and a desire to possess books; who helps to develop correct reading tastes, and encourages reading for pleasure and profit; who provides for pupils systematic instruction in the use of books and libraries, and for teachers and administrators intelligent professional service; who makes the library a center for the socialized activities of the school.

Expert school librarianship presupposes professional preparation including college graduation, or its equivalent, and the completion of (1) at least a year of work in an accredited library school or (2) an accredited school library science curriculum of not less than 16 semester hours. It also includes sufficient courses in education, or their equivalent in teaching experience, to provide the necessary education background.

School administrators desiring effective school library service will find it advantageous to consult with the local library or the state library extension agency as to the best methods for securing it. They will provide in their budgets for salaries comparable to those paid for expert

service in other departments of the school. They will make generous provision in pupil programs for the use of the library, and, whenever possible, will so arrange the schedule of the librarian that she may give her entire time to the library, unhampered by other school tasks. Only so can the library be made a vital and active educational agency.

Professional training for school library service must be provided by colleges, universities, teacher's colleges, and normal schools, as well as accredited library schools, if the demand for expert school librarianship is to be met. Standard library science curricula suited to various types of institutions have been adopted by the American Library Association. Every teacher-training agency now offering courses in library science or purposing to offer them in the future will find help and expert guidance in these Standards, which may be had on request from The American Library Association.⁽¹⁾

(1) School Library Yearbook, No.II--A. L. A., Chicago, 1928.

THE MODEL HIGH SCHOOL LIBRARY

HAS

A reading room near the study hall which seats 10 to 25 per cent of the school's enrollment,

Conference and lecture rooms,

A librarian's workroom with running water,

Standard equipment including adjustable shelving, comfortable tables and chairs, filing display cases, a magazine case, and bulletin boards,

A book collection approximating six books per pupil, and providing--

Books for ready reference,

Books supplementing classroom assignments,

Books and magazines for the leisure hour at home and at school.

EMPLOYS

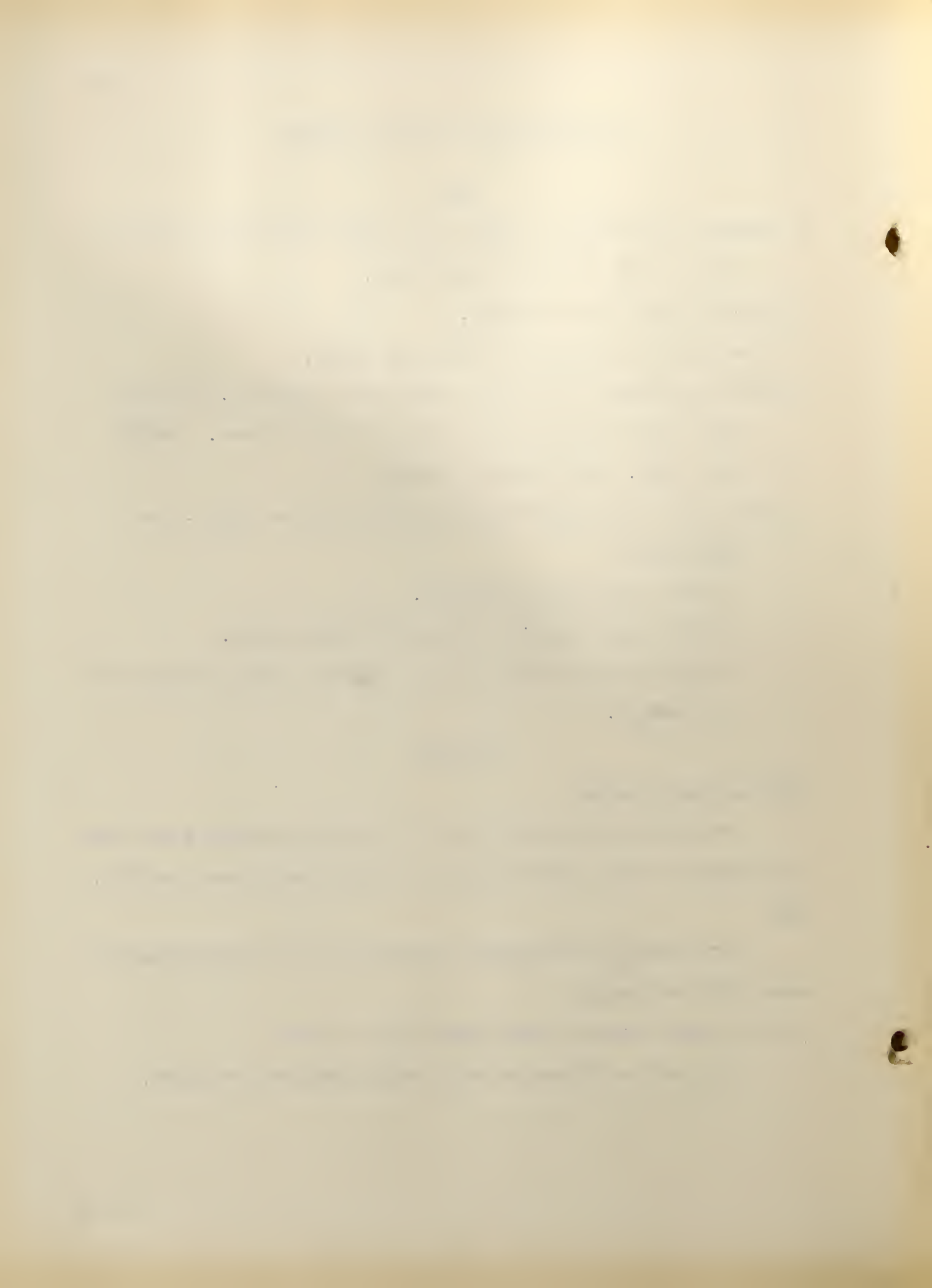
For the large school

A full-time librarian who is a college graduate and has completed at least one year in an accredited library school, and

A full-time professional assistant to the librarian for every 1000 students;

For the small school (enrollment 200 or less)

A full-time librarian with qualifications as above,



OR

A part-time librarian who is a college graduate and has completed an accredited library science curriculum of at least 16 semester hours, and who divides her time between school library work and teaching, and devotes at least half of each school day to school library service.

EXPENDS

For books, \$1.00 a year per pupil enrolled,
For library salaries, amounts equal to those paid teachers with equivalent professional training and experience.

PROVIDES

Systematic instruction in the use of books and libraries,
An opportunity for each pupil to use the library for reference and general reading,
Intelligent service to the classroom-teacher,
A center for socialized activities.

STIMULATES

The use of the public library,
The desire to possess books,
Habits of independent investigation,
Reading for pleasure and profit,
The development of correct reading tastes. (1)

(1) Mimeographed sheet of the American Library Association, Chicago.

TESTING AND EVALUATING THE SCHOOL LIBRARY

Testing and measuring seems to be the mode in modern educational procedure. It may not be amiss to apply these devices to the school library. By doing so, it may be ascertained wherein the library is lacking; and its services, as well as its uses, may be evaluated. It must be admitted, however, that there are certain intangibles that are incapable of measurement.

The School Libraries Section of the New York State Department of Education has printed a leaflet entitled "Tests For The School Library." This gives a rather concise summary of the C. C. Certain pamphlet, "Standard Library Organization and Equipment for Secondary Schools", which is considered by educators the country over as an authoritative publication on the standards and principles upon which school libraries should be organized.

If these test questions applied to the school library can be answered in the affirmative, the library will conform to Mr. Certain's national standards and will be a daily demonstration of what a library in the school can accomplish.

Tests for the School Library

1. The first tests must be applied to the Librarian, as she is the most important single factor in the success of the library.

- a. Is she technically trained for the work she is doing?

b. Has she a personality that makes her the adviser, confidante and friend of all the students?

c. Is she cultured in the sense that she has read widely and can further the use of books from first-hand knowledge?

d. Is she so familiar with the school point of view and modern educational methods that the teachers think of her automatically as their ally in time of need and an essential in the accomplishment of their work?

e. How efficiently does she manage the following points of organization and administration:

- (1) Book ordering
- (2) Binding
- (3) Mending
- (4) Record-keeping
- (5) Making of book lists
- (6) Discipline
- (7) Helping pupils
- (8) Bulletin boards
- (9) Literary or reading clubs
- (10) Vocational guidance
- (11) Convincing the authorities that the care of textbooks is a clerical task and has nothing to do with library work.
- (12) Good housekeeping

2. Is there a good working collection of books chosen with the needs of this particular school in view?

a. Is it a well-balanced collection that supplements the entire curriculum?

b. Is there plenty of material that will lead young, seeking minds to a wider vision of what books may mean to them in the years to come? Are there beautiful editions that make the classics attractive?

c. Is there adequate provision for yearly additions of new books?

d. Is the library classified and cataloged so that it is readily available for use?

3. Is there a pamphlet, picture and clipping collection, up-to-date and filed in such a way as to make it readily accessible?

4. Is there a good list of periodicals representing the best of this type of literature, together with the Reader's Guide?

5. Is instruction in the use of the library recognized by both pupils and faculty as an essential part of each year's work?

6. Is there an adequate, attractive library room with an atmosphere that makes one wish to come again?

7. Is the library the center of all school activities?

a. If it is a "good book" to read, an "assignment" or a program for a school affair, do the pupils think "library" first?

8. Are there cordial, helpful relations between the school and public library? Is there a knowledge of the book collection in the public library and an effort to cooperate, to the best interests of the work both are trying to accomplish?⁽¹⁾

For purposes of evaluating and measuring the effectiveness of any particular school library, the writer offers two score cards. The first was compiled by Miss Martha Wilson for use in the North Central Association. Miss Wilson has had a broad and varied experience in the school library field as a librarian and supervisor. This score is based upon a 100 point scale. The second score card was prepared by Mr. Andrew P. Hill Jr. of the Division of Schoolhouse Planning of the California State Department of Education. The latter score is based upon a 1000 point scale.

These score cards are interesting for comparison. Miss Wilson's measure, that of a school librarian, places greatest emphasis on "service through the librarian" (30 points). Mr. Hill's estimate is that of one more interested in "functional areas and capacities" and "supervision and control" (375 points).

Both of these devices for measuring the effectiveness of school library service will be found on the pages which follow.

(1) Tests for the School Library, -New York State Department of Education, Albany, N. Y. 1928

SCORE CARD FOR SCHOOL LIBRARIES

Compiled by Martha Wilson

I. <u>Library service through the librarian</u>		Weight Score
1. Amount of daily or weekly service		5
2. Qualifications		11
3. Status		5
4. Duties: Educational (including instruction in the use of the library):Administrative:Technical		9
	TOTAL	30
II. <u>Service through use of the library</u>		
1. To pupils		8
2. To teachers		8
3. Extra-curricular use		4
	TOTAL	20
III. <u>Service through the book collection</u>		
1. Number of suitable books in proportion to the number of pupils.		4
2. Number annually added		2
3. Subject range of the collection		4
4. Periodicals		2
5. Other forms of material		2
6. Book selection policy		6
	TOTAL	20
IV. <u>Basis for service in maintenance and control</u>		
1. Appropriation		3
2. Division of appropriation (Budget items)		8
3. School control, or Public Library and school joint control		4
	TOTAL	15
V. <u>Service through the library room and equipment:</u> <u>Harmonious environment</u>		
1. Location		3
2. Size		4
3. Equipment		2
4. Furniture		5
5. Supplementary rooms		1
	TOTAL	15
GRAND TOTAL		100

SCORE CARD FOR JUNIOR HIGH, HIGH SCHOOL,
AND HIGH SCHOOL-JUNIOR COLLEGE LIBRARIES.

Department of Education, Division of School Planning
Sacramento, California.

I. SITUATION AND LAYOUT-----	220
A. General Environment-----	30
1. Attractiveness.....	5....
2. Nearness to fire risks, dust, noise, Smoke, bad odors, etc.....	8....
3. Relation to natural breezes.....	7....
4. Is relation of approach walks or con- necting corridors good?.....	6....
5. Adequacy of approach walks and halls...	4....
B. Library as Related to Public Service Rooms-----	40
1. Relation to toilets for each sex.....	10....
2. Relation to hat and cloak facilities...	8....
3. Vestibule or other baffle entrance.....	6....
4. Relation to stairways, entrances, and public lifts.....	10....
5. Adequacy of stairs, halls, entrances, etc.....	6....
C. Internal Relationships-----	100
1. Public circulation within the library room or rooms.....	50....
2. Separation of staff and public areas or rooms.....	25....
3. Interrelation of staff room or areas..	19....
4. Relation to delivery.....	6....
D. Future Extension-----	50
1. Of main reading room.....	25....
2. Of auxiliary areas.....	10....
3. Of stacks.....	15....
II. THE BUILDING-----	225
A. The Type of Building-----	65
1. Durability of materials (Foundation, walls, floors, roof and attic).....	20....
2. Adjustability of materials where fu- ture extensions may be needed.....	10....
3. Fireproofness of materials.....	20....
4. Height of rooms and areas.....	15....

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B. Adaptability of Materials-----45

1. Quiet floors and floor coverings.....14....
2. Acoustics.....10....
3. Sound penetration between working and
reading areas..... 4....
4. General adaptability of floors, wain-
scot, and trim, to cleaning processes. 7....
5. Wearability of floors, wainscots, and
trim.....10....

C. Natural Lighting of Rooms-----45

1. Glass area.....20....
2. Source position, and distribution.....15....
3. Light regulation.....10....

D. The Exterior Architecture-----30

1. The landscaping..... 6....
2. Art in the exterior approaches..... 4....
3. The general color effect..... 5....
4. The architectural pile.....15....

E. The Interior Design-----40

1. Design refined and cultural.....25....
2. Colors suitable and harmonious.....10....
3. Harmony between built-in furniture
and general design..... 5....

III. SERVICE SYSTEMS-----180

A. Heating and Ventilation-----65

1. The kind.....25....
2. Installation.....15....
3. Natural and Mechanical Ventilation...10....
4. Distribution and regulation.....10....
5. Temperature Control..... 5....

B. Fire Protective Materials-----25

1. Fire exits and escapes.....12....
2. Extinguishing Apparatus..... 8....
3. Fire doors and partitions..... 5....

C. Cleaning System-----20

1. Kind, installation and efficiency.....20....

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D. Artificial Light-----25

1. Illumination and distribution.....15....
2. Control system..... 5....
3. Fixture art and appropriateness..... 5....

E. Electric Service-----10

1. Book lift, if needed..... 3....
2. Inter-phone service, if needed..... 2....
3. Program bell service..... 5....

F. Water and Gas-----15

1. Drinking founts; adequacy; sanitation. 4....
2. Washing facilities; adequacy; sanitation..... 2....
3. Water and sink for mending purposes... 6....
4. Gas and plate for mending purposes.... 3....

G. Toilet Facilities-----20

1. Adequacy and sanitation.....15....
2. Facilities for staff, if needed..... 5....

IV. LIBRARY ORGANIZATIONAL PLANNING-----375

A. Functional areas and capacities-----165

1. Adequate main reading area or room....35....
2. Adequate shelving or stacks.....20....
3. Adequate reference area or room.....12....
4. Adequate reserve book room or area....18....
5. Adequate special material files and display.....12....
6. Adequate wall and display case.....15....
7. Adequate library classroom, or room available for this use..... 5....
8. Seminar rooms, study rooms or stack carrels, if needed.....10....
9. Faculty study rooms or areas.....10....
10. Adequacy of charging desk, devices and equipment.....20....
11. Adequacy of receiving room, and service to work rooms..... 8....
12. Adequacy of librarian's office, cataloging, ordering, mending and storage rooms or spaces.....10....

B. Supervision and Control-----50

1. Ease of public room supervision.....15....

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- 2. Ease of work space supervision.....10....
- 3. Control of entrances and exits.....10....
- 4. Adequacy of book control machinery....15....

C. Service-----85

- 1. Book availability in library.....40....
- 2. Special material availability.....10....
- 3. Availability of librarians for consultation.....20....
- 4. Book availability for classroom or departmental use.....10....
- 5. Book availability for faculty..... 5....

D. Furniture-----75

- 1. Durability of furniture and display...30....
- 2. Design, color, and finish; furniture and display.....20....
- 3. Arrangement: furniture and display...20....
- 4. Quality of furniture and display: mechanical equipment..... 5....

Totals 1000 1000 1000

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3. 1950. 1. 1. 1000

4. 1950. 1. 1. 1000
5. 1950. 1. 1. 1000

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7. 1950. 1. 1. 1000 1000 1000 1000
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9. 1950. 1. 1. 1000

10. 1950. 1. 1. 1000 1000 1000 1000
11. 1950. 1. 1. 1000

12. 1950. 1. 1. 1000 1000 1000 1000

DUTIES OF THE LIBRARIAN

Since it will be generally agreed that the librarian is the most important single factor in the success of the library, let us consider some of her duties.

The following outline suggests a few policies and practices which the writer believes will foster better use of school libraries. The outline is by no means all-inclusive, but furnishes some definite considerations for those interested in making school library service more effective.

I. LIBRARIAN'S DUTIES TO THE SCHOOL

- A. Keeping an attractive room, conducive to recreational reading and to study.
 - 1. Decorations should be simple, not distracting.
 - 2. Pictures should be few and appropriate.
 - 3. Bulletin board should "say something." It should not be "beautiful but dumb." Displays should be changed frequently.
 - 4. Librarian's manner should be natural, dignified, gracious, and pleasant. She should be an enthusiast for books and reading.
 - 5. Lighting and heat must be well regulated. Pupils should not face the windows.
 - 6. Pupils should be taught to be considerate of the rights of others, and not to disturb by moving about or by talking.

B. Caring for library materials.

1. Assuming responsibility for building up the book collection.
2. Processing, making records for, and shelving books.
3. Giving special attention to books, periodicals, periodicals, picture files, and pamphlets.

a. Books

- (1) Watching for books that need mending, and for those used most frequently.
- (2) Displaying books in a display case, especially best and most attractive editions.
- (3) Studying reference books so as to know what they contain in order to be able to help pupils find information quickly.
- (4) Advertising books by posting lists, pictures, book jackets, reports, and various displays.
- (5) Keeping outlines of work of all departments, and providing reserve shelves for reference material on current class work.
- (6) Checking books in and out. (Supervising it)
- (7) Seeing to it that books are repaired as needed.

b. Periodicals

- (1) Keeping records the same as for books.
- (2) Storing of back numbers, and filing or binding to make them readily available when desired.

c. Picture collection

(1) Collecting and mounting pictures on standard size mounts.

(2) Arranging and systemitizing in picture file.

d. Pamphlet file

Collecting and filing under suitable headings.

e. Organizing and administering all library equipment so that the materials can be produced without delay.

f. Keeping such library records as are required.

C. Encouraging reading of the right sort.

1. Reading should be provided that will suit the intellectual and emotional level of the pupils.

Librarian should suggest titles, and lead pupils to higher levels of reading taste.

2. Librarian must know children and know books. The reading needs can be watched by observing free reading choices, expressed opinions, requests, classroom projects, book reports, etc.

3. Easy reading is desirable for pupils reading for entertainment.

4. Reading ration should be varied and balanced.

5. Librarian should extend her personal influence by every known device to encourage the right kind of reading.

6. Since children will do the bulk of their adult

reading in newspapers and magazines, it is desirable that they establish free relations with good magazines. (They should not, of course, read magazines exclusively.)

D. Running an "Information Bureau"

1. Supplying information; making bibliographies for teachers and pupils.
2. Keeping teachers informed of new materials through notices and bulletins.
3. Ascertaining teachers' reference needs.
4. Teaching use of catalog and reference books so that pupils can help themselves.
5. Keeping a file of reference questions and books in which answers may be found. This does away with successive searching for information on repeated questions.

E. Cooperating in all activities of the school, and helping pupils to become straight-thinking and upright citizens.

The library provides an excellent environment for training in social situations. It can aid in developing self-dependence, consideration for others, promptness in meeting obligations, care of public property, worthy use of leisure, study habits, etc.

II. LIBRARIAN'S DUTIES TO PUPILS

A. Instructing pupils in library etiquette; in the scope

and usefulness of the school and public libraries; in the use of books and the catalog.

- B. Directing reading and developing permanent interests in reading by bringing right book and right child together. Paying special attention to pupils who have distaste for reading, endeavoring to overcome it.

- C. Helping pupils to find information.

Pupils can be taught to help themselves in finding material if they are instructed in the use of various reference books (the catalog, tables of content, indexes, etc.)

- D. Providing good reading and study conditions.

The room must be properly lighted, heated and quiet must prevail. An atmosphere of purposeful activity should pervade the library. Nothing should be permitted that would disturb the study conditions of the room.

- E. Encouraging the habit of reading for pleasure, and cultivating generally the library habit.

III. LIBRARIAN'S DUTIES TO THE PROFESSION

- A. Maintaining a high professional attitude.
- B. Studying and observing so as to promote constant growth in the individual and in the department.
- C. Interpreting the aims and describing the activities

of the library to teachers, pupils, and the authorities through addresses, publication of articles in newspapers and magazines, and assembly programs.

"The extent to which a library is well used is a significant test of our whole educational activity in the school."
--McMurry.

S U M M A R Y

As a result of this investigation of "The Uses of School Libraries in Certain Types of Secondary Schools", together with impressions gained from an examination of the literature on school library service, the writer believes that there is opportunity for generally improving the effectiveness of school library service in the majority of high schools.

It is apparent from this investigation that all departments of the school are not making adequate use of the library facilities. Many of the school libraries are well-equipped and organized for extensive service. In the main, however, the English and History Departments are the most frequent users of the library. It is noticeable how little the language and Mathematics Departments use the library. Commercial Departments seldom use the library facilities, except when Commercial Geography or Commercial Law are offered in the curriculum.

It would seem that with the abundance of available current literature in the field of Practical Arts, more use might be made of this material. In fact, in all fields there is a world of material that can be used to develop the historical background and practical implications of all types of subject matter.

The writer is of the opinion that many teachers are too prone to rely on the skeleton outline of subject matter offered in the single textbook. They should exercise their initi-

ative and ingenuity in developing methods of teaching that will make use of the valuable material available in a well-equipped school library.

In every school there should be worked out a practical scheme of correlation between the library and the curriculum. This work should be done by a committee made up of the school librarian and representatives from each department. It is also suggested that the librarian be given the rating of a department head, and that she attend all faculty meetings. If this is done, the library should meet the teaching work of the school at all points, aid and supplement the work of every department, serve every pupil and teacher in the school, and is a definite part of the educational program.

School library service should give more recognition to the vocational and cultural orientation of pupils. Much more should be done to stimulate boys and girls to read books that they enjoy, rather than forcing them to read what the Scribes have required.

The school library will really function only when teachers in general utilize the library facilities as an integral part of the technique of instruction.

An acquaintance with the important books in the various fields, and at least a fair skill in finding the facts and material stored in books is an important part of an education.

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American Library Association, Education Committee

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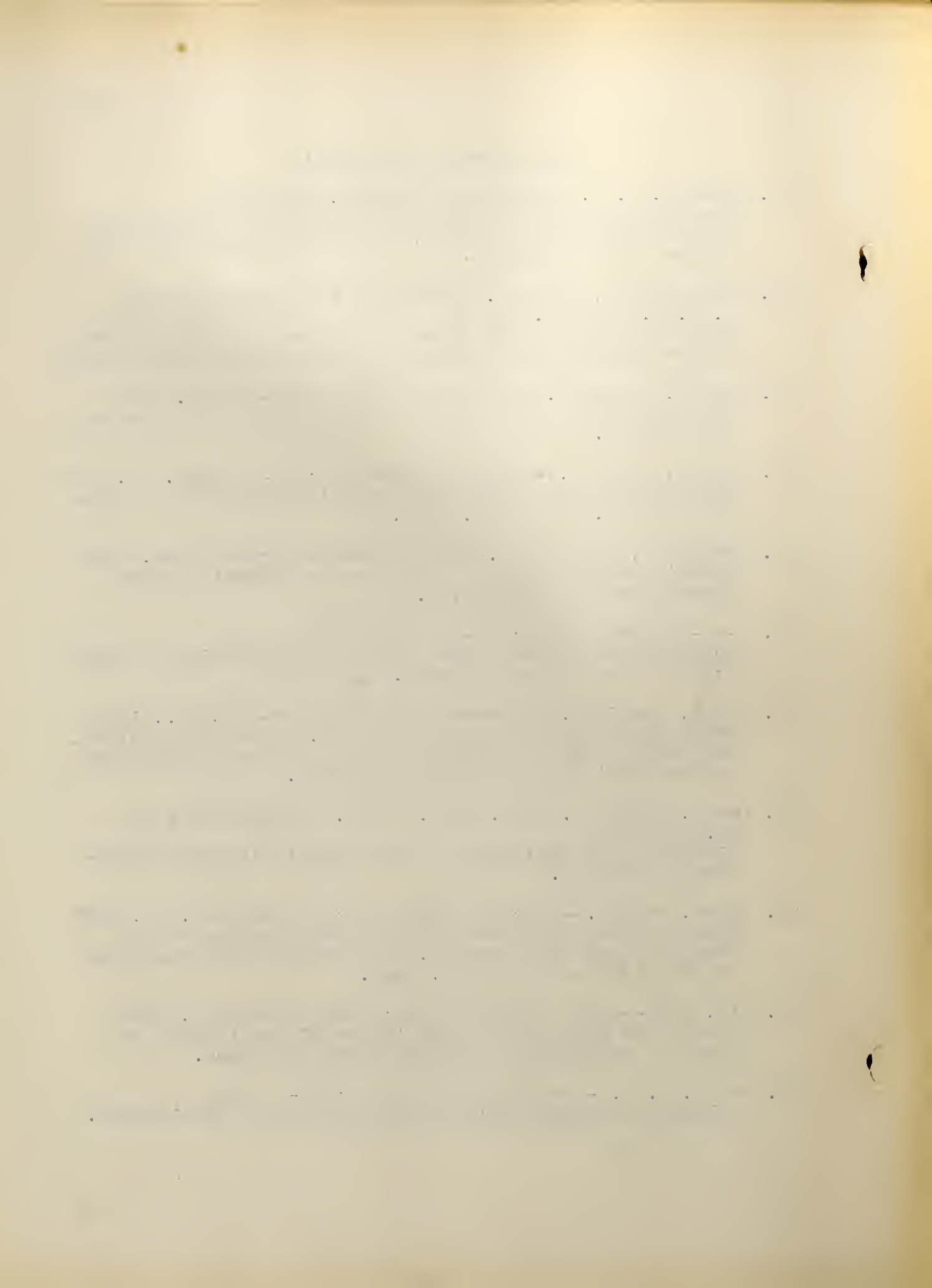
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A P P E N D I X

LIBRARY STANDARDS OF THE NATIONAL CATHOLIC
EDUCATIONAL ASSOCIATION FOR CATHOLIC HIGH SCHOOLS.

SPECIFIC STANDARDS FOR THE FOLLOWING STATES:

COLORADO

NEW YORK

OREGON

PENNSYLVANIA

UTAH

WASHINGTON

STANDARDS FOR CATHOLIC
HIGH SCHOOL LIBRARIES

The librarians of the National Catholic Education Association proposed the following standards for Catholic high schools in 1929:

The librarians in conference assembled

RESOLVED: That the Library Section strongly recommends the adoption of an adequate set of standards for Catholic high school libraries. Such standards might include provisions as follows:

A reading room near the study hall which seats at least 10 per cent of the school's enrollment. Conference and lecture rooms. A librarian's work-room. Standard equipment including adjustable shelving, comfortable tables and chairs, filing and display cases, a magazine case, and bulletin boards.

A book collection approximating six books per pupil and providing books for ready reference; books supplementing classroom assignments; books and magazines for the leisure hour at home and school.

For the large school a full-time librarian who is a college graduate and has completed at least one year in an accredited library school. A full-time professional assistant for every 1000 pupils. For the small school (enrollment 200 or less) a full-time librarian or a teacher-librarian who is a college graduate and who has completed an accredited libra-

ry science curriculum of at least 16 semester hours, and who divides his work between the library and other duties. At least half of each day to the library.

For books, \$1.00 per year per pupil enrolled.

For library salaries, amounts equal to those paid teachers with equivalent training and experience.

Systematic instruction in the use of books and libraries.

Intelligent service to the classroom teacher.

A center for socialized activities.

Opportunity for each pupil to use the library for reference and general reading. Be it further

RESOLVED: That in the attainment of these standards, consideration should also be given to Catholic ideas in education, especially in the selection of books. Be it further

RESOLVED: That these standards and ideals can best be attained through securing trained Catholic Librarianship. (1)

(1) National Catholic Education Association, Bulletin XXVI.

No. 1, November, 1929.

BRIEF PICTURE OF LIBRARY CONDITIONS
IN THE STATE OF COLORADO

In Colorado the only library standards are for accredited high schools. School authorities are referred to the American Library Association for library lists. The only requirement for accredited schools is that the library shall be adequate for educational purposes, that it shall be accessible at all times, and that the library shall be cataloged. The system of cataloging is not specified. The High School Visitor, however, urges that the Dewey Decimal System be used, and most high schools have responded favorably. The High School Visitor, furthermore, urges that encyclopedias be kept up-to-date by the purchase of yearbooks, and that up-to-date general references be supplied. On the whole these suggestions are favorably acted upon. It is urged also that the library be kept supplied with about 800 live volumes. (The depression is affecting this recommendation unfavorably)

Seven high schools in Colorado employ full-time librarians. Forty high schools employ part-time librarians. Four schools have librarians who have had 24 or more semester hours in Library Science; while three of the seven full-time librarians mentioned have had no training in Library Science. A few schools (possibly 12) give organized instruction in the use of the library. In others where it is given, it is incidental to class work.

It is recommended that a minimum of seventy-five cents per capita be spent for the high school library after the school is once accredited. It is insisted that the library of an accredited school contain approximately 800 volumes of live books. There are not set standards for library equipment.
(1)

(1) Cross, A. C., High School Visitor, State of Colorado--
Correspondence, Dec. 16, 1932.

TENTATIVE STANDARDS FOR HIGH-SCHOOL LIBRARIES IN N. Y.

	Class I	Class II	Class III	Class IV	Class V
Enrollment	1000 plus	700-1000	500-700	300-500	100-300
Libn's.Certificate	Permanent	5 year	3 year	3 year	1 year
Requirements for Certificate	College degree Full yr.accred. library school	Normal School or 2 yr.college Full yr.in accr. library school	1 yr.college or Normal School 16 sem.hrs.in accr.lib.r.school	Same as Class 3	High School, 4 yr., 6 wks. accr.lib.r. school
No. of books	5000-10,000	3500-5000	2500-3500	500-1500	500-1500
Basic collection	1000	1000	750	600	500
Periodicals	30	25	25	20	15
Rooms	Reading room 4 units 1 work room 3 conf.rooms	Reading room 3 units 1 work room 3 conf.rooms	Reading room 3 units 1 work room 2 conf.rooms	Reading room 2 units 1 work room 2 conf.rooms	Reading room 1 unit 1 work room 1 conf.room
Shelving	500 ft-1000 ft. 3 drawers	350-500 ft. 8 drawers	250-300 ft. 4 drawers	150-250 ft. 4 drawers	50-150 ft. 4 drawers
Information file	16	16	13	10	7
Tables	125	85	65	50	40
Chairs	12 drawers	10 drawers	8 drawers	5 drawers	4 drawers
Catalog case	2	2	2	2	1
Bulletin boards	For 30 mags. Wing shape	25 mags. Wing shape	25 mags. Standard	20 mags. Standard	15 mags. Standard
Magazine shelves	Full day	Full day	5 periods	1 school day	2 periods
Librarian's desk	5 to each class	5 to each class	5 to each class	5 to each class	5 to each class
# hrs.libn.in lib.	to \$1000 plus	700-1000	500-700	300-500	300
No. lessons in use of lib.annually	\$625 plus \$175*	600 plus 175*	500 plus 175*	375 plus 175*	225 plus 175*
X Appropriation annually	125	100	100	75	50
Books	125	100	50	30	10
Magazines	125	100	50	30	15
Supplies	125	100	50	30	15
Binding					

X Exclusive of salaries * State grant

STATE OF OREGON HIGH SCHOOL LIBRARY STANDARDS

Size	Books	Librarian	Appropriation	Organization	Equipment
1. 100 or less students	500 well-selected books 75% of which are in the current Oregon Books for High Schools and its supplements, 2 newspapers, at least 1 a metropolitan paper, 5-10 periodicals.	Teacher with at least 6 weeks summer course training in Lib.Sci. who is scheduled 2 periods a day for the library.	\$1.00 per student per year for books and periodicals, exclusive of salaries.	At least adequate accession record shelf list made & loan system installed. Card catalog recommended.	Separate room or end of study hall fitted up with tables, chairs and shelves.
201 Schools					
II. 100-200 students.	500-1000 books averaging 5 per student, 75% of which are in the current Oregon Books for High Schs. and its supplements, newspapers, at least 1 a metropolitan paper, 5-15 periodicals.	Half-time librarian recommended, with 12 weeks summer course training in Library Science.	\$1.00 per student per yr., exclusive of salaries.	Card catalogs, shelf list, accession record & adequate loan system.	Separate room or end of study hall fitted up with tables, chairs and shelving.
32 Schools					
III. 200-500 students.	1000-2500 books averaging 5 per student, 75% of which are in the Current Oregon Books for High Schs. and its supplements, newspapers, at least one a metropolitan paper, 10-20 periodicals.	Three-fourth's time librarian recommended, having 1 yr. preparation in approved lib.sch. Minimum qualifications same as in II	\$1.00 per student per yr., exclusive of salaries.	Same as II above. bulletin board	Same as above. Also a loan desk, magazine rack, bulletin board, catalog case, typewriter, and other essentials of office equipment. Room large enough to accommodate 10% of enrollment, allow line 25 sq.ft. per person, recommended
24 Schools					
IV. 500-1000 students.	2500-5000 books, newspapers, 15-25 periodicals.	Full-time librarian recommended, having 1 yr. of preparation in an approved library sch. commended.	\$.75 per student per yr., exclusive of salaries re-	Same as II above.	Same as above in III, plus library workroom and essential office equipment.

To be effective in School Year 1935-36.--Above requirements presuppose certification of Librarian.

STATE OF PENNSYLVANIA

SUMMARY OF STANDARDS FOR LIBRARY SERVICE IN CLASSIFIED SECONDARY SCHOOLS

Number of Pupils Enrolled with Standards for Each Group

	Group I 50-100	Group II 100-250	Group III 250-500	Group IV 500-1000	Group V 1000 or over
a. Librarian	Teacher acts as librarian, assigned to library 1 hr. daily.	Teacher Librarian assigned to library 1-3 hrs. day.	Teacher Librarian assigned to library 3-6 hours per day.	Full-time Librarian with clerical assistant.	Full-time Librarian. 1500 or over, 1 full-time professional assistant.

b. Library Service Program of service to develop proper pupil attitudes, and teacher relationships, guide the reading of pupils, and insure effectiveness of the library.

II

- a. Housing and Equipment
1. Reading and reference room

Portion of classroom or library room set apart for library and for classroom size

Reading and reference room of suitable size

Reading and reference room of suitable size

Floor covering of linoleum mastic tiling, or other sound-deadening material for library.

2. Conference Room
3. Storage and Workroom

Conference room 1 or more conference rooms

Conference rooms as required.

Separate workroom or section of library set apart & equipped with sink, storage, work table, etc.

Separate workroom fully equipped. Increased storage space.

4. Check Room

Check room or shelves for brief cases, books, etc.

- b. Equipment (1)
1. Shelving
2. Tables
3. Chairs
4. Library desk

75-100 2-5 12-30 Teacher's desk or standard lib. desk

100-150 6-7 36-40 Standard library straight desk.

150-300 7-10 48-60 Standard or wing shaped desk.

300-625 11-15 66-90 Standard or wing shaped desk. Teacher's desk for Librarian. U type desk for larger schools.

625 or more 16 or more 90 or more

(1) Number of linear feet indicated will care for the basic collection. Certain units should be of the low shelving type and certain of the high type. Provision should be made for narrow and deep shelving to meet the needs of the school.

(continued)

	Group I 50-100	Group II 100-250	Group III 250-500	Group IV 500-1000	Group V 1000 or over
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5. Card catalog cabinets (No. of Trays)

4	8	12	12 or more	12 or more
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6. Filing cabinets (1) (No. Drawers)

4	6	8	8	12 or more
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7. Magazine shelving (No. Accommodated)

12-14	14-16	16-18	20-35	35 or more
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8. Dictionary and Atlas Stand

Dictionary and Atlas Stands to be provided as required.

9. Bulletin Boards

1	1	2	2 or more	2 or more
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10. Typewriter

A typewriter should be provided in all schools. (Quiet or noiseless)

11. Pictures and Objects

The classroom or library should have suitable pictures and art objects.

III

a. Books and Periodicals (2)

- 1. No. volumes (Basic collection)
- 2. Encyclopedias

(4)

300-500	500-1000	1000-2000	2000-4000	4000 or more
At least one standard set required. Additional works as they are needed.				

- 3. Periodicals
- 4. Newspapers
- 5. Readers Guide
- b. Organization of the Library

8

12

12-20

20-30

30 or more
2 or more
Required

Desirable
Adequate shelf list and loan system. Card catalog, pamphlet files properly organized.

Desirable
Required

System adapted to the size of the library.

IV (3)

Minimum Appropriation

\$100-125	\$125-250	\$250-500	\$500-875	\$875 and up
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Library Instruction

Appropriate instruction is required in all schools in accordance with Pa. Sch. Libr. Plan.

VI

Cooperation with other Agencies

Supplementary resources should be utilized to the fullest extent. A policy of actively cooperating with public libraries should be established.

- {1} When only 1 filing case is available, it is advisable to have the legal size drawers.)
- {2} Books in minimum collection should be selected from the State Lists or other approved lists.)
- {3} If basic collection has not been provided, this amount should be increased, if reached.
- {4} First 500 pupils, 1 /pupil; .75 for each additional pupil to 1000; \$1.50/pupil above 1000.)

STATE OF UTAH
MINIMUM REQUIREMENTS FOR LIBRARIES

No inflexible rules are laid down for the organization of the library. The plan adopted will vary with the size of the school. In the smaller schools it may be necessary to organize the library on the "classroom library" plan with the department teachers directly responsible for the care of the books to a teacher-librarian, who in turn will be responsible for the general management of the library. This teacher-librarian's school program should be so arranged that sufficient time is allowed to do the library work in an efficient manner.

In the large schools a full-time librarian with special training should be employed. This librarian should have a working knowledge of the general field of high school education, in order that the best books may be selected for the library and the reading of the pupils intelligently directed.

Where public libraries are located in the same town with the high school, or in the home towns of high school pupils, close cooperation should be established between the high school library and the public library. Besides requiring the students to use the public library outside of school hours, it may be possible for the high school to check out collections of books to be used as classroom libraries. Other possibilities of beneficial cooperation will readily suggest themselves.

In both small and large schools provisions must be made for preserving the books in good condition and a systematic plan must be adopted for cataloging and checking.

Great care should be exercised in the choice of books. The State Department of Education will be glad to assist high schools in making selections. Obsolete textbooks and books of doubtful value gathered from miscellaneous sources will not be considered adequate to meet the standards.

Each school will be expected to meet the following minimum requirements:

1 Standard Dictionary

1 Standard Encyclopedia (In schools of fewer than 60 pupils this is recommended but not required.)

1 Year Book, or World Almanac

1 Magazine for each department. (Schools of fewer than 60 pupils a minimum of two magazines for the school)

2 Books for each pupil enrolled, with 5 to 8 books per pupil as an objective. These books should be so chosen that each department in the school will be represented. Numerous U. S. Government publications on various subjects included in the high school curriculum.

(1) Minimum Requirements for School Libraries,--Utah State Department of Education, Salt Lake City, 1932.

STATE OF WASHINGTON

Library Standards--Accredited High Schools

Size	Books	Librarian	Appropriation	Organization	Equipment
I 100 or less students	500 well selected books, 2 newspapers, 5-10 periodicals.	Teacher-Librarian with at least 6 wks. training in Library Science. Some definite time assigned to Library work.	\$1.00 per student per year for books and periodicals, exclusive of salaries.	At least adequate shelf list made and loan system installed.	Separate room or end of study hall fitted up with tables, chairs, and shelving.
II 100-200 students	500-1000 books, averaging 5 per student. News-papers, 5-10 periodicals.	Half-time librarian recommended, with 12 weeks' summer course training.	\$1.00 per student per year, exclusive of salaries.	Card catalogs, shelf list, accession record and adequate loan system.	Separate room or end of study hall fitted up with tables, chairs, & shelving.
III 200-500 students	1000-2500 books, newspapers, 10-20 periodicals.	Three-fourths' time librarian recommended, having one year preparation in approved library school. Minimum qualifications same as II	\$1.00 per student per year, exclusive of salaries.	Same as II	Same as above, also loan desk, magazine rack, bulletin board, catalog case, type-writer and other essentials of office equipment. Room large enough to accommodate 10% of enrollment, allowing 25 sq. ft. per person, recommended.
IV 500-1000 students	2500-5000 books, newspapers, 15-25 periodicals.	Full-time librarian recommended, having one yr. of preparation in an approved libr. sch.	\$.75 per student per yr. for books exclusive of salaries recommended.	Same as II above	Same as III above, plus library workroom and essential office equipment.
V 1000 or more students	5000 or more books, newspapers, 25-30 periodicals	Full-time librarian with at least 1 year's preparation in approved library school. 1 full-time trained librarian for every 1000 students.	\$.75 per student per yr. for books, exclusive of salaries recommended.	Same as II	Same as IV

BOSTON UNIVERSITY



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